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ABSTRACT

The document presents the final report of the Special Training Project for Physical Education and Recreation Personnel in Psychomotor Programming for Preschool Handicapped Children, a 3 year project intended to encourage and expedite physical education and recreation programs for preschool handicapped children by preparing administrators and practitioners to implement preschool physical education and recreation programs. In the first year the activities focused on providing awareness training for recreation personnel, physical educators, parents, and the community in general. Developing and pilot testing materials to train implementors of preschool recreation programs for handicapped children and the continuation of awareness training were the major activities of the second year. The third year, training materials were revised based on evaluative data. Additionally, trainers were prepared to continue training programs to further the implementation of recreation programs for preschool handicapped children nationwide. The project culminated in the completion and dissemination of a trainer's handbook, which presents a competency based instruction approach for training providers of preschool recreation programs for both handicapped and nonhandicapped children. (DIS)

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Learning Environment Program

Final Report

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Final Report

Grant No. G007602972

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Special Training Project for Physical Education and Recreation Personnel in Psychomotor Programming for Preschool Handicapped Children

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United States Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

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TABLE OF CONTENTS

	Page
Abstract	1
Chapter I, Introduction	2
Statement of the Problem	4
Need for Training Programs which Address the Needs of Recreation Programs for Preschool Handicapped Children	7
Project Goals	17
Chapter II, Methods and Procedures	19
Overview	19
Year I	
Planning and Development of Awareness Training Materials	19
Preliminary Competency Identification	21
Material Developed on PL 94-142	23
Pilot Test of Awareness Materials	23
Evaluation of Pilot Test of the Awareness Training Model	24
Technical Assistance	25
Revision of the Awareness Training Materials	26
Year II	
Development of Preliminary Competencies	26
Evaluation of Data on Competencies	26
First Training Institute	28
Evaluation of Training Institute	28
Continuation of Awareness Training	29
Year III	
Second National Training Institute	30
Development of PREP Trainer's Handbook	31
Training Modules of the Handbook	31
Program Evaluation and Materials Revision	34
Bibliography	35
Annex	
Volume I - PREP Implementation and Resource Guide	
Volume II - PREP Manual	
Volume III - PREP Trainer's Handbook	
Appendixes	
A. Park and Recreation Agency Survey Results	
B. Results of Experimental Program	
C. Awareness Training Materials	
D. Evaluation of PREP Training Institute - 1978	
E. Summary Results	
F. Evaluation of PREP Training Institute - 1979	
G. Module Development Materials	

ABSTRACT

In June, 1976 the "Special Training Project for Physical Education and Recreation Personnel in Psychomotor Programming for Preschool Handicapped Children" (referred to as the PREP-Training Project) was initiated to develop training modesl for improving the competency level of recreation and physical education personnel responsible for programming for preschool handicapped children. The purpose of this three year project was to encourage and expedite physical education and recreation programs for preschool handicapped children by preparing administrators and practitioners to implement preschool physical education and recreation programs. The Training Project sought to further the development and implementation of preschool recreation programs by increasing public awareness of the need for recreation programs for preschool handicapped children; conceptualizing appropriate models and strategies for implementing physical education and recreation programs at the preschool level; and preparing trainers to conduct instructional programs for personnel in physical education and recreation.

In the first year the activities focused on providing awareness training for recreation personnel, physical educators, parents and the community in general. Developing and pilot testing materials to train implementors of preschool recreation programs for handicapped children and the continuation of awareness training were the major activities of the second year. In the third year, training materials were revised based on evaluative data. Additionally trainers were prepared to continue training programs to further the implementation of recreation programs for preschool handicapped children nationwide. The project culminated with the completion and dissemination of the PREP Trainer's Handbook which presents a competency based instruction approach for training providers of preschool recreation programs for handicapped and non-handicapped children. The project has provided training for approximately 6,500 physical education and recreation personnel.

CHAPTER I

INTRODUCTION

In June, 1976, the Special Services Division of the Maryland National Capital and Park Planning Commission (MNCPPC) was awarded a three year grant from the Bureau of Education for the Handicapped, entitled "Special Training Project for Physical Education and Recreation Personnel in Psychomotor Programming for Preschool Handicapped Children." The project was initiated to develop training models for improving the competency level of recreation and physical education personnel responsible for programming for preschool handicapped children. The goal of this project was to improve the overall developmental level of the preschool handicapped child by (1) providing awareness training for recreation personnel, physical educators, parents and the community in general; (2) training personnel in the implementation of physical education and recreation programs; and, (3) preparing trainers to develop and continue this training effort. Developed was a competency based training handbook which is described below:

The PREP Trainer's Handbook evolved from three years of comprehensive field testing and evaluation. A competency based instruction approach is presented for training providers of preschool recreation programs for handicapped and non-handicapped children. Included are training modules on Child Growth and Development, Assessment, Goal and Objective Writing, Planning, Implementation, Evaluation, and Orientation to the PREP Model. A final chapter is devoted to strategies and methods for providing training programs. (Copies of this Handbook have been provided to William Hillman at the Bureau of Education for the Handicapped.)

In addition to developing competency based training materials, the project has provided training for approximately 6,500 physical education and recreation personnel during the last three years. The impact of the project is also measured by approximately 1,000 requests for information that have been received from agencies nationwide.

The first funding period focused on planning and conducting awareness training. Three full-day regional workshops were held with 90 participants from Maryland, Virginia, Delaware, Pennsylvania, and the District of Columbia. Awareness training was also implemented at local, regional, and national conferences.

During the second funding period, preliminary competencies for training implementors were identified. An Implementator's Training Model was then drafted and pilot tested at a 5-day national training institute at the University of Maryland in College Park, Maryland. Forty-five physical education and recreation personnel from 20 different states attended the institute.

Since the Institute in February, 1978, approximately 40 new programs based on PREP have been implemented. In addition, trainees have given approximately 100 presentations on PREP at local, state, and regional professional conferences.

During the final year of the PREP Special Training Project, a second national training institute was held. Approximately 35 trainees participated in pilot testing a trainer model. Participants were also prepared to serve as consultant/trainers to agencies interested in or currently providing physical education and/or recreation programs for preschool handicapped children. At the conclusion of the institute, participants were required to complete a plan-of-action for providing training or technical assistance to an agency providing or interested in providing physical education or recreation programs for preshool handicapped children.

Statement of the Problem

Of the eight million handicapped children in the United States, approximately 1,187,000 are between the ages of 0 and 5. Though a new national commitment to serve every handicapped child has broadened services, the most recent statistics indicate that 98% of the preschool handicapped children remain unserved, according to an untitled BEH Child Count report, 1977. There are only 30 states, the District of Columbia and Puerto Rico which have legislation requiring education of preschool handicapped children ages 3-5. Of the states serving preschool handicapped children, most fall far behind in their services to this group. More recent statistics indicate that only 18% of the handicapped children between the ages of 3 and 5 are presently served in any preschool classes. Approximately one-third of those served may attend physical education and recreation classes. In addition, 82% remain unserved in any form of preschool experience at all. The national figures on the following page indicate significant need. These are the most current facts:

- Only 30 states have legislation requiring the education of preschool children ages 3-5.
- Estimates show that less than 25% of all educational agencies provide any type of physical education/recreation programs for handicapped children.
- The majority of existing programs do not meet the physical education or recreational needs of preschool handicapped children.
- A survey by National Recreation and Park Association (NRPA) showed less than 35% of cities polled provided recreation services for preschool handicapped children.

NATIONAL SUMMARY

REPORT OF HANDICAPPED CHILDREN RECEIVING SPECIAL EDUCATION AND RELATED SERVICES
AS REPORTED BY STATE AGENCIES UNDER P.L. 94-142 AND P.L. 89-313
SCHOOL YEAR 1978-1979

04/11/79

	P.L. 94-142					P.L. 89-313				COMBINED		
	AGES 3-5	AGES 6-17	AGES 18-21	TOTAL	% POP.	STATE	LOCAL	TOTAL	% POP.	TOTAL	% POP.	% HDCPD.
MENTALLY RETARDED	14,952	728,948	53,913	801,813	1.60	96,171	18,089	114,260	0.22	916,073	1.83	23.2
HARD OF HEARING	3,498	33,429	1,373	38,300	0.07	3,083	509	3,592	0.00	41,892	0.08	1.0
DEAF	2,140	17,608	840	20,587	0.04	22,801	1,083	23,884	0.04	44,481	0.08	1.1
SPEECH IMPAIRED	143,791	1,057,237	7,784	1,208,812	2.41	4,833	1,352	6,185	0.01	1,214,997	2.42	30.8
VISUALLY HANDICAPPED	1,724	20,354	887	22,965	0.04	9,061	550	9,611	0.01	32,576	0.06	0.8
EMOTIONALLY DISTURBED	6,736	255,609	7,284	269,629	0.53	26,870	4,859	31,729	0.06	301,358	0.60	7.6
ORTHOPEDICALLY IMPAIRED	7,454	51,720	3,201	62,375	0.12	6,506	1,400	7,906	0.01	70,281	0.14	1.7
OTHER HEALTH IMPAIRED	5,099	93,886	2,480	101,465	0.20	3,391	764	4,155	0.00	105,620	0.21	2.6
LEARNING DISABLED	20,403	1,098,191	22,608	1,141,202	2.28	10,581	2,708	13,289	0.02	1,154,491	2.30	29.3
DEAF-BLIND	266	1,208	50	1,524	0.00	718	107	825	0.00	2,349	0.00	0.0
MULTI-HANDICAPPED	5,413	32,859	2,100	40,372	0.08	7,926	2,118	10,044	0.02	50,416	0.10	1.4
TOTAL	215,485	3,391,049	102,520	3,709,454	7.41	191,941	33,539	225,480	0.45	3,934,534	7.86	100.0

TABLE 5

- In April, 1978, the PREP Research Project conducted a national survey to determine what types of services from recreation departments were being provided for handicapped and non-handicapped preschool children.

A total of 353 surveys were sent to park and recreation departments in each of the 85 cities or areas with over 100,000 people listed in the International City Managers Association Yearbook, and to one out of every five cities or areas with a population of 100,000 or less (268 surveys). The results of the survey were tallied on the basis of population size.

- Eighty-one percent of the park and recreation agencies serving more than 100,000 indicated that they do not provide preschool programming.

- Sixty-seven percent of the agencies serving a population of 100,000 or less indicated they are currently providing recreation programs for children 5 and under.

- When the agencies were asked whether they currently provide recreation services for handicapped children 5 years and under (whereas 81% of those serving 100,000 or more have some type of preschool program) only 32% reported having programs for handicapped preschool children.

- Only 16% of park and recreation departments serving 100,000 people or less currently provide programs for preschool handicapped children compared with 67% providing recreation programs for children 5 or under.

- Furthermore, 75% of the park and recreation departments serving a population of more than 100,000 and 70% of those serving 100,000 or less indicated they would be interested in an opportunity for members of their staff working with preschool children to take part in a comprehensive training program developed and tested by Project PREP.

Information received in the survey of park and recreation departments throughout the United States indicates that there is a recognizable need for increased programming for both handicapped and non-handicapped children under five. While agencies servicing larger populations tend to conduct more recreation programs for preschoolers, less programming is provided for this age group than for any other. Almost three-fourths of the agencies surveyed provide no recreational services for handicapped preschoolers in their area. Additionally, the data shows that a significant number of park and recreation personnel lack training in working with preschool handicapped children. The lack of physical education/recreation programs for handicapped children strongly suggests a need for personnel preparation in special physical education and recreation. Furthermore, a large majority of agencies surveyed expressed an interest in PREP training for their staff members working with preschool children, indicating that the PREP Training program will be useful in filling the specific staff training need for which it was designed. The project addressed itself to remediating this virtual lack of trained personnel in physical education/recreation for preschool handicapped children. (For complete survey results see Appendix A.)

Need for Training Programs which Address the Needs of Recreation Programs for Preschool Handicapped Children

In response to the need for equality of educational and related services for handicapped children, Congress enacted the Education for All Handicapped

Children Act of 1975 (PL 94-142) which insures that each handicapped child [1] ages 3-21 years is entitled to a free appropriate public education and be treated equally with non-handicapped children with regard to identification, placement, and all education services. According to PL 94-142, the term "free appropriate public education" means special education and related services which have been provided at public expense, under public supervision and direction, without charge, and which meet the standards of the state educational agency to include an appropriate preschool, elementary, or secondary education provided in conformity with the individualized education program required for each child under the law. In subpart G, Section 121a of the law, "special education" is defined as "specially designed instruction... to meet the unique needs of a handicapped child, including . . . instruction in physical education." Physical education includes the development of physical motor fitness, fundamental motor skills and patterns, body mechanics, individual and group games and sports, skills to include intramural and lifetime sports, dance and movement education and the use of movement as a method of acquisition of affective social, emotional, and cognitive skills. The Preschool Recreation Enrichment Program (PREP) emphasizes the learning of fundamental fine and gross motor skills. PREP also facilitates the development of cognitive, emotional, and social skills.

The federal govenment makes formula grant funds available to state and local agencies to assist them in the implementation of PL 94-142, and in addition, authorizes incentive grants to states which expand education of handicapped children to include children three years through five years of age. As cited in the Rules and Regulations of the Education for All Handicapped Children Act, Section 121 - Incentive Grants: "Congress established incentive

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[1] Under this law, a handicapped child is defined as: mentally retarded; hard of hearing; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired; other health impaired; deaf; blind; multihandicapped; having specific learning disabilities; or who because of these impairments need special education and related services.

grants in the recognition that when education begins at the earlier stages of development (1) benefits are maximized; (2) additional or more severe handicaps may be prevented; and (3) greater long-term cost effectiveness is realized."

The following discussion focuses on physical education as a direct service and recreation and leisure education as related services under this Act which can be considered specially designed instruction to meet the unique needs of preschool handicapped children.

Physical Education As A Direct Service to Handicapped Children

The National Advisory Committee in its 1977 Annual Report, "The Individualized Education Program: Key to an Appropriate Education for the Handicapped Child," emphasizes the importance of physical education, recreation and leisure time activities for handicapped children. Though the report points out that Public Law 94-142 has recognized the importance of physical education, recreation, and leisure education in the lives of handicapped children, and requires that Individual Education Programs (IEP) include appropriate services in these areas - physical education and recreation are frequently neglected elements of the child's program. In response to this neglect, the National Advisory Committee made the following recommendation:

> That the Bureau of Education for the Handicapped monitor school performance in physical education and recreation for the handicapped during the next five years; that during this period it issue brief annual reports indicating the degree to which physical education and recreation are reflected in individualized education programs; and that it continue to encourage the dissemination of related instructional programs, materials, and models. (Page 5)

Additional evidence of the inadequacy of physical education services is noted in the 1977 Annual Report of the National Advisory Committee on the Handicapped, Individualized Education Program: Key to An Appropriate Education for the Handicapped Child. The report states that "only about a fifth of the Nation's public schools offer physical education programs

to handicapped children, and the availability of physical education professionals trained to work with such children is reported to range from none in hundreds of school districts to about a fourth of the overall physical education staff in a few." (Page 15) Data is not available at this time on the number of physical education professionals trained to work with preschool handicapped children but it is expected to be few. The alarming result is that a vast majority of the eight million handicapped children in the United States do not receive appropriate physical education services. Further, it is expected that only a small number of preschool handicapped children receive these services.

Section 603 of PL 94-142 declares that the term "special education" extends to instruction in physical education. According to Section 212 a. 307 of the final regulations (August 23, 1977) physical education provisions include:

(a) General. Physical education services, specially designed if necessary, must be made availabe to every handicapped child receiving a free appropriate public education.

(b) Regular physical education. Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children unless:

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) Special physical education. If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(d) Education in separate facilities. The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

Developing motor skills and motor control, learning to play cooperatively and taking part in games and sports are important to the well-being of all persons. They are at least equally so for those with handicaps, not simply in terms of the individual's health but in building self-confidence and in opening doors for fuller participation in the larger society. For the pre-school handicapped child, especially, stimulating experiences which take place during the formative years "may substantially and perhaps permanently influence his or her cognitive (and motor) development as well as physical health."[2]

The key to successful implementation of PL 94-142 ultimately depends upon well trained leaders, specialists and teachers. It is vital that persons responsible for working with handicapped children, including preschoolers, should have some special training. Specific to physical education for pre-school handicapped children, it is necessary that teachers be provided a vehicle for developing competencies essential for serving the needs of this target group.

It is central to this project that special training and the ultimate improvement of competency levels of special education, physical education, and recreation personnel is vital if services for preschool handicapped children are to improve.

Recreation As A Supportive Service

Recreation is considered one of a group of supportive services which are required to assist a handicapped child to benefit from special education.

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[2] Report to the President's Committee on Mental Retardation: Century of Decision, President's Committee on Mental Retardation, 1976, p. 80.

The parameters of recreation in the context of the published regulations for PL 94-142 incorporates four specific elements:

- Assessment of Leisure Function
- Therapeutic Recreation Services
- Recreation Programs in Schools and Community Agencies
- Leisure Education

The values inherent to recreation are, in the very least, equally pertinent to the handicapped preschool child as they are to the non-handicapped--and in the broader sense, are frequently more important.

If recreation is to have an impact on educational programs for handicapped preschool children, public agencies (i.e., park and recreation agencies) and special education programs must demonstrate the importance of this related service and how it may be included in the development of individual education plans (IEPs). Thus, agencies which provide recreation services must initiate steps to make recreation a viable part of educational programs for handicapped children.

Therapeutic Recreation is a process within the field of recreation which directs itself to services for special populations--with a heavy emphasis on serving the recreation needs of the handicapped. It is a process that uses recreation as a purposive intervention in some type of behavior in order to modify or change that behavior or to promote the growth and development of the handicapped or disabled individual. Therapeutic Recreation incorporates, among its other services, the areas of activity analysis, leisure counseling, and prescriptive programming. PL 94-142 initiates new, broad directions for community recreation, which is a part of therapeutic recreation. Because of its inclusion as a related, supportive service for special education, it implies the eventual requirement for the incorporation of the handicapped into the total leisure services system of the community.

Recreation Programs in Schools and Community Agencies include the regular school program; after-school and intramural recreation; and recreation programs in public and private settings. Community leisure services agencies which have a potential for providing recreation activities for citizens. These programs can serve handicapped children best when the issues are recognized, ideas are shared and concerns are dealt with on an integrated basis; all must work together to provide a delivery system of community leisure services for the handicapped.

Leisure Education includes curriculum efforts designed to assist handicapped children to effectively utilize their leisure time. The worthy use of leisure was established as a cardinal principle of education 60 years ago. While adopted as a principle it has rarely been implemented in practice. An appropriate curriculum must incorporate preparation for leisure as a means of facilitating life adjustment and enhancing the quality of life. Learning how to find enjoyment and meaning during leisure is as important a part of a total education program as learning to read, speak and count. Leisure education experiences enable handicapped children to expand their environment and its resources from the classroom to the school and its surroundings; to the neighborhood; and to the community. A comprehensive leisure education program, in addition to helping the handicapped child discover new talents and forms of personal expression, provides the personal skills which will facilitate participation. These include social and intellectual skills, which help the handicapped child successfully integrate into the community.

Federal agencies are concerned that the education of the handicapped enable these individuals to become involved, contributing members of society, to the greatest extent possible in each case. In an informal memorandum (October, 1976) giving an overview of both the Bureau of Education for the Handicapped and the Division of Innovation and Development, Dr. Garry L.

McDaniels, Director, listed the following six objectives:

- To assure that every handicapped person receives an appropriately designed education;
- To assist the States in providing educational services to all handicapped persons;
- To assure that all handicapped youngsters leaving school had career educational training relevant to the job market, their career aspirations and their fullest potential;
- To assure that all handicapped pupils have teachers and other resource persons trained in the particular skills required to help them achieve their full potential;
- To secure the enrollment of handicapped children of preschool age in educational and day care programs;
- To encourage additional educational programming for severely handicapped children toward enabling them to become as independent as possible.

Recognizing a critical need for prototype projects for handicapped children from birth through the early primary school years, in 1968 Congress enacted the Handicapped Children's Early Education Program (Part C of PL 91-230) authorizing the development of experimental preschool projects for handicapped children.

Sometimes referred to collectively as the First Chance Network, the 150 projects currently included in the program seek to develop and demonstrate effective intervention approaches to assisting handicapped children during their early years. Diversity among projects has been encouraged to develop models that are applicable to as many different handicapping conditions and environmental settings as possible. As a group, the projects provide services for orthopedically impaired, mentally retarded, hard of hearing, deaf, speech

impaired, visually handicapped, seriously emotionally disturbed, and other health impaired children who require special education and related services. In addition to intervention services for the young, First Chance projects emphasize parent and family involvement, coordinate comprehensive ventures with other agencies; and participate in broadrange program planning and evaluation activities. Finally, each project must be structured in such a way as to enable other communities to replicate or adopt exemplary programs or program components to meet their own needs.

The First Chance projects receive a mix of broad program support and consultative services from the Technical Assistance Development System (TADS), a component of the Frank Porter Graham Child Development Center at the University of North Carolina. TADS offers assistance in the areas of intervention, program planning and evaluation, and media and information. These projects help to broaden the base of educational programs for preschool handicapped children.

The importance of developing programs for all handicapped persons, and especially for preschool handicapped children has been recognized by those providing physical education and recreation programs across the country. The PREP Research Project was a direct response to the urgent need for preschool programs for handicapped children. The project goal was to develop and test a recreation program based a a life experience approach which emphasized the motor, cognitive, language and social/emotional development of preschool handicapped children. The first funding period was devoted to the development and pilot testing of a prototype program in cooperation with the Hope Day Care Center in Prince George's County, Maryland. Fifteen mentally retarded children in preschool participated in the program three days a week for eight weeks. Data which was collected on child performance, effect of the program materials and program scope, supported the hypothesis that a recreation based

program could have a positive effect on the development of motor, language, and socialization skills. The prototypes and materials were suitable for implementing a program. Thus material development was undertaken for an experimental study.

During the second funding period, the model and materials were further tested with 28 mentally retarded preschool children in a summer recreation program. Children were randomly assigned to either an experimental or control group. The results of this study supported the hypothesized relationship between early intervention programs and increased performance for mentally retarded preschool children. The study also identified areas of the material which warranted revision. Materials were revised and reviewed by 75 physical education and recreation professionals.

The following highlights summarize the third funding period:

- completion of the PREP Manual - designed to assist physical education and recreation personnel in establishing programs addressing the motor and associative learning needs of preschool handicapped children. The PREP Manual is composed of 27 fine and gross motor skills which have been task analyzed into three developmental levels. Accompanying each of the three levels is a set of life experience activities which suggest tasks for teaching and practicing the skill. Games, reinforcement activities, language activities and equipment are recommended for each skill.
- Completion of the PREP Implementation and Resource Guide - designed to assist recreation and physical education personnel in the planning and implementation of preschool programs based on the PREP model. It includes sections on the development of the preschool child; motor, language, social and emotional development. A special section on administration includes information on child identification, logistics,

transportation, staffing, budgeting and resource development and parent involvement.

In summary, the ultimate responsibility for successful implementation of PL 94-142 lies with leaders, specialists, teachers and therapists who work with handicapped children. As evidence cited herein, a significant number of physical education and recreation personnel have not had any special training in physical education and recreation specifically for preschool children.

Project Goals

The overall goal of this 36 month project was to improve the developmental level of the preschool handicapped child by:

- encouraging and facilitating the implementation of recreation and physical education programs;
- training public park and recreation personnel in the implementation of recreation and physical education programs; and
- preparing trainers to continue this level of effort.

In accordance with these goals, project activities were directed toward the completion of competency based training materials entitled, the PREP Trainer's Handbook. The Trainer's Handbook is the third volume of a comprehensive set of materials developed to assist recreation personnel develop and conduct preschool recreation programs. Volume I is the PREP Implementation and Resource Guide. Volume II is the PREP Manual. (Volume I and II were developed as part of the Prep Research Project.) Volume III is designed to assist recreation personnel and others to train people to implement preschool recreation programs. It includes training modules on child growth and development; assessment; goal and objective writing; planning; implementation; evaluation; and orientation to the PREP Model. A final chapter is devoted to

training concerns, techniques, and approaches to consider when conducting training.

The training materials developed by Project PREP have been designed for use with multiple audiences: recreation personnel, special educators, early childhood educators, child care workers, and others. For this reason, materials have been developed and presented in a way which gives them flexibility for varied uses.

It has been shown through the PREP research project that preschool handicapped children whose early educational experience includes recreation and physical education derive a variety of benefits--physical, emotional and social--from exposure to the PREP program. (See Appendix B for results of experimental program.) Through the key elements of the PREP program, physical activity and purposeful play, the child's growth and development is stimulated and learning is fostered. Successful experiences serve to compliment a child's self-perception and to allow the child to learn at his own level of development through experiencing and improving skills.

Learning to participate in satisfying play experiences has helped to bring about positive attitudinal and behavioral change for a significant number of children participating in PREP. Pleasurable play-motor, language and socialization experiences have been shown to stimulate higher levels of achievement in these areas. Children who have participated in PREP demonstrate skills and abilities which bring respect and recognition from peer groups. It has been show that such participation enhances the handicapped child's self-confidence and self-image.

The benefits of the Preschool Recreation Enrichment Program extend beyond providing meaningful motor and associative learning experiences to preschool handicapped children. PREP provides preschool handicapped children opportunities to grow, learn, and play in an environment conducive to their needs.

CHAPTER II

METHODS AND PROCEDURES

Overview

The following is a chronological sequence of project activities that led to the PREP training model and materials. Each activity is outlined in accordance with the original proposal and the two subsequent continuation proposals. The major activities during the 36 months of the project are described according to each project year.

In brief the activities of the first year focused on providing awareness training for recreation personnel, physical educators, parents and the community in general. Major activities of the second year included developing and pilot testing materials to train implementors of preschool recreation programs for handicapped children. In the third year, training materials were revised based on evaluative data. Additionally trainers were prepared to further the implementation of recreation programs for preschool handicapped children nationwide. The project culminated with the completion and dissemination of the PREP Trainer's Handbook.

YEAR I

Planning and Development of Awareness Training Materials

The format of the Awareness Training was based upon the goals and objectives of the PREP training project. The materials were planned for recreation policy makers, practitioners and parents of handicapped preschool children and focuses upon:

- the recreational needs of preschool handicapped children

- the need to orient public park and recreation agencies of their role in implementation of PL 94-142
- recreation as a viable related service for serving handicapped preschool children

Materials developed as a result of the PREP Research Project were utilized as a reference for planning and developing the Awareness Materials. (See Appendix C for Awareness Training Materials.)

To aid in the planning phase, a National Advisory Committee (NAC) was assembled to provide guidance and direction to the project staff. The project staff maintained contact with the NAC through periodic meetings, written and telephone communications. The NAC consulted on and reviewed draft materials prior to their formal publication and dissemination. The NAC was comprised of the following individuals:

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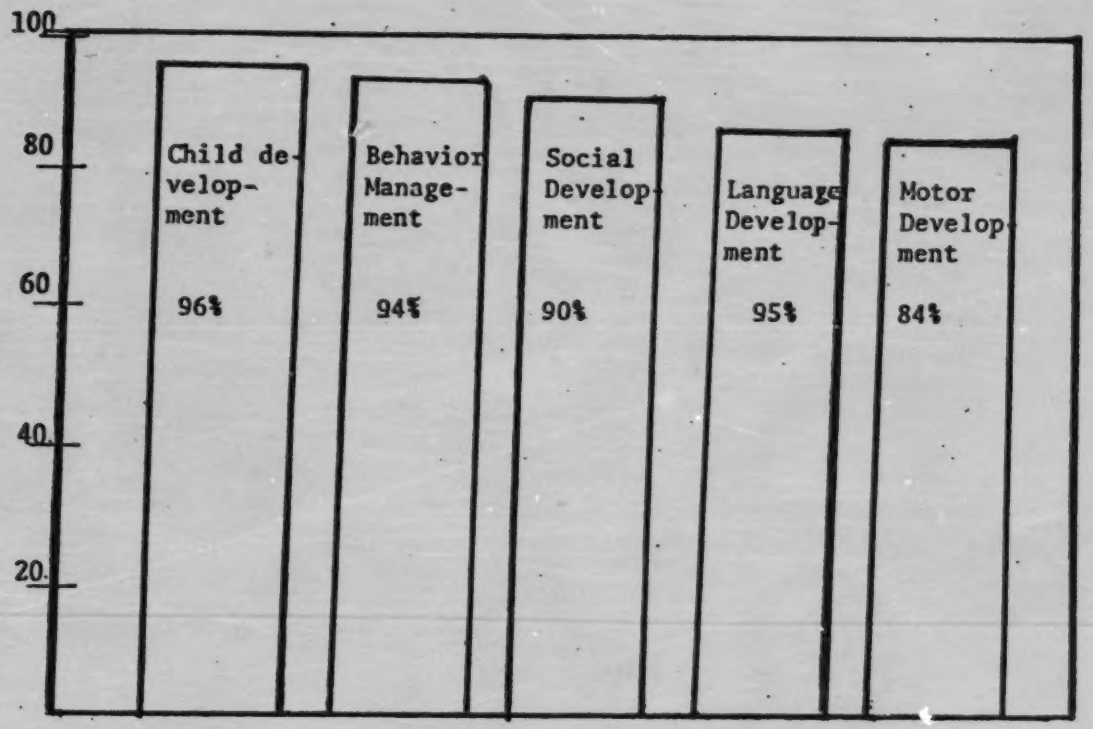
Preliminary Competency Identification.

Based upon recommendations from the NAC and the project staff, a preliminary instrument was designed for identifying competencies to be addressed by the awareness training materials.

The preliminary instrument was distributed to a sample of 50 recreation administrators and specialists in the Maryland, Virginia, Delaware and Pennsylvania area. An analysis of the data suggest that training be directed toward developing competencies in recreation programming for preschool handicapped children including the areas of child development, behavior management, social development, language development and motor development. The competency areas identified by recreation personnel charged with programming and implementing programs for handicapped preschool children is presented in the following graph which show the major competencies identified by 50 recreation personnel and also the importance of each competency (noted in percentage (%)).



Identification and Rating of Competencies for The Awareness Training Materials

In addition, the areas of program development, planning and evaluation, child assessment and community involvement were cited as areas which should be addressed in an Awareness Training program for recreation personnel and parents of preschool handicapped children.

Material Developed on PL 94-142.

In complying with the project's aim to orient public park and recreation agencies of their responsibility with reference to PL 94-142, professional organizations (NAEYC, CEC, NRPA, NEA, AAHPER, HEW) were contacted for legislative interpretations, implementation guidelines and dissemination materials. A plan to inform and educate recreation agencies on the implications of PL 94-142 was devised for the Awareness Materials.

Information on the specific implications of physical education and recreation were incorporated in the training materials in addition to definition of terms used in the law, information on incentive grants for agencies servicing preschool children and the role of recreation as a related service under PL 94-142.

Pilot Test of Awareness Materials

Ninety (90) public park and recreation administrators and practitioners from Maryland, Virginia, Delaware, Pennsylvania and Washington, D.C. were invited to attend PREP training workshops. Three full-day workshops were conducted. These workshops informed and oriented local park and recreation personnel and parents of the value of recreation programs for preschool handicapped children.

During each workshop, the training project was discussed with reference to goals and objectives and availability of materials. Also, materials developed as a result of the PREP Research Project were presented, in addition to information on PL 94-142 as it relates to community recreation. Each training program included "life experience" activities whereby participants could actively experience approaches to teaching/learning at the preschool level. Trainees also actively participated in motor, language, socialization and play activities appropriate for preschool children during the session.

Action planning sessions were conducted at the Awareness Training Workshops. Action planning for recreation administrators consisted of detailing the steps for developing programs to meet the needs of handicapped preschool children.

Practitioners utilized the action planning session to outline the implementation of programs for handicapped preschool children.

The materials utilized by the practitioners during the action planning session included the PREP Implementation and Resource Guide and the PREP Manual. Each participant was provided an opportunity for implementing their action plans with preschool handicapped children.

Additional Awareness Training was conducted for approximately 700 persons at national, regional, and state conferences.

Evaluation of Pilot Test of The Awareness Training Model.

The focus of the evaluation for Year I was to examine the effectiveness of the Awareness Training Model. In general, the data collected from the Awareness Training Workshops suggests that the presentations offered participants a clearer understanding of the goals and objectives of the PREP Training Project and their implications and procedures for effecting other programs initiated by public park and recreation agencies. A review of the evaluative data suggests that the workshops provided pertinent information on:

(1) procedures for initiating advocacy efforts in the community
(2) program implementation
(3) PL 94-142
(4) funding sources
(5) staff selection/training preparation
(6) parent involvement
(7) availability of written materials
(8) administrative concerns

(9) sequential steps to developing preschool programs

(10) role of recreation agencies in planning for the needs of preschool handicapped children

In addition, trainees indicated that the Awareness Training Workshops provided a good balance between theoretical and practical information and that the atmosphere was conducive for learning, enjoyable and interesting.

The workshops also became a forum for the discussion and exchange of ideas related to current programs in other agencies, departments and districts as well as the adaptation of the PREP model to those programs.

A greater awareness of both developmental and emotional needs of the handicapped preschool child was one direct result of the workshops. This heightened awareness is essential for the achievement of PREP's goals. Comments indicated by participants suggested that the presentations provided:

- a good community program with a workable approach
- valuable suggestions for providing fine and gross motor activities in a "fun" atmosphere for preschoolers
- "a better idea" on how to stimulate language through life experiences and motor activities
- information on combining a motor development program with an existing program
- methodology for assessment
- excellent resources for games, songs, and activities.

Technical Assistance.

Upon completion of the awareness training programs, agencies initiating recreation programs for handicapped preschool children received technical assistance from the PREP staff. Due to staffing and financial constraints, on-site technical assistance was limited to six (6) agencies in the immediate

metropolitan Washington, D.C. area. Other agencies were given assistance via telephone and written communications. The project staff assisted implementors with the following:

(1) child assessment

(2) behavior management

(3) staffing

(4) program planning and development

(5) funding

Revision of the Awareness Training Materials.

As a result of data collected from the Competency Survey and an assessment of the needs of trainees, written materials and visual aides developed during the PREP Research Project were revised for utilization in conjunction with the Awareness Training Materials.

YEAR II

Development of Preliminary Competencies.

During the second year, preliminary competencies for training implementors were identified. Recreation, physical education and related personnel involved in programming for preschool and preschool handicapped children were asked to review a preliminary competency list and add and delete items. The data collected through this informal "Delphi" process provided the foundation for constructing a survey instrument to be used to assess the judgments of personnel providing services. After pilot testing for validity and reliability, the instrument was administered at the local and national levels.

Evaluation of Data on Competencies.

An evaluation of the data indicated that competencies should be developed in the following areas:

(1) program planning and implementation

(2) developing of healthy self-concept in preschool children

(3) language development

(4) socialization development

(5) motor skill development

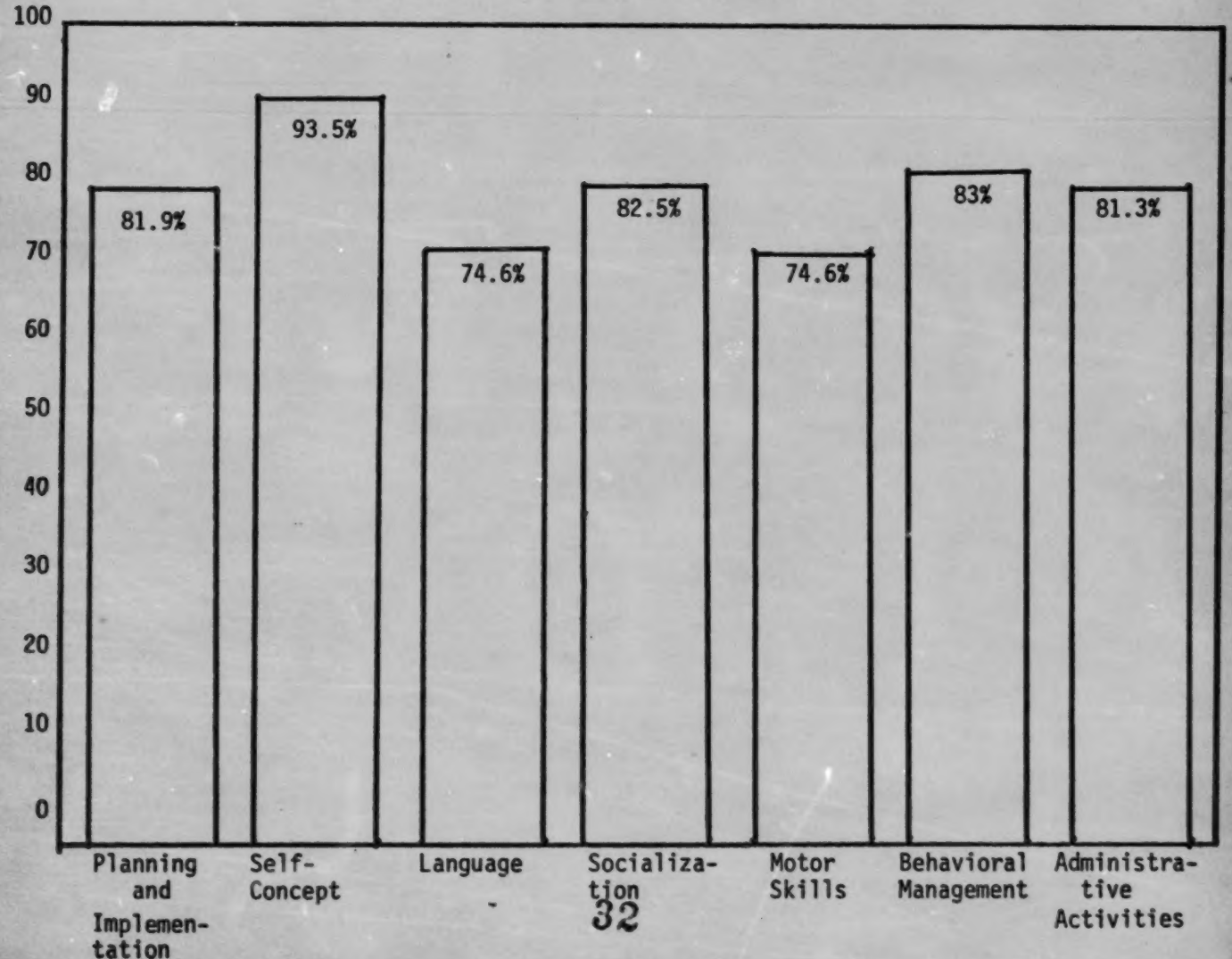
(6) behavioral management

(7) staff/administrative responsibilities

The following depicts the importance (indicated in percentages (%) of competencies as indicated by 150 respondents:

Identification and Rating of Competencies for Implementor's Training Model

IMPORTANT COMPETENCIES FOR THE IMPLEMENTATION OF RECREATION PROGRAMS FOR HANDICAPPED PRESCHOOL CHILDREN



First Training Institute.

Developing the initial draft of the training modules followed. Subsequently, these modules were pilot tested at a five day training institute in February, 1978 with 45 recreation professionals from 20 different states.

Selection for attendance at the training institute was based in part on the trainees commitment to implement preschool physical education/recreation programs for preschool handicapped children as well as a commitment to return the following year to be trained as consultant/trainer. During the Institute, the trainees developed competencies for conducting awareness training and were trained to implement preschool physical education/recreation programs for handicapped children. These participants trained approximately 920 physical education and recreation personnel in 1978. Revisions to the Implementor's Training Model were based on recommendations from Institute evaluation data as well as recommendations from the National Advisory Committee.

Evaluation of Training Institute.

Data collected from Institute participants indicated that the training program and materials were well organized and would be effective in establishing preschool physical education/recreation programs for handicapped children. Tools for evaluating the Implementor's Training Model and a summary of the data is included in Appendix D. Further evidence of the effectiveness of the Training Institute is shown in data collected via follow-up questionnaires as well as written and telephone correspondence with trainees and information obtained from participants pre and post competency survey forms (Summary Results included in Appendix E.) Since the Institute in February, 1978, 100 new programs based on PREP have been implemented. In addition, trainees have given approximately 200 presentations on PREP at local, state and regional professional conferences. Technical assistance has been provided

to trainees by project staff throughout the year.

Continuation of Awareness Training.

In addition awareness training was continued at regional and national conferences. In response to requests from numerous agencies for awareness training approximately 2,000 persons were reached during the remainder of Year II and an additional 2,000 during Year III. The Awareness Training Program was designed to encourage recreation agencies to provide recreation services for handicapped preschool children. During these awareness presentations, the role and responsibility of public park and recreation agencies were outlined in terms of the need, rationale, and value of programming for preschool handicapped children. Included in the awareness training was information on program development, child identification, PL 94-142 and availability of training programs/materials appropriate for implementing recreation programs for preschool handicapped children. The Preschool Recreation Enrichment Program (PREP) was also discussed as a model to aid in initiating recreation programs for handicapped children. Additional training was recommended for administrators and specialists charged with training personnel responsible for the development and implementation of preschool programs for handicapped children.

The following is a partial list of awareness presentations conducted during the remainder of Year II with an estimate of the number of participants:

AGENCY	LOCATION	DATE	APPROXIMATE NUMBER
National Recreation and Parks Association	Las Vegas, Nev.	Oct. 1-8, 1977	200
Prince George's County School Dept. of Special Education	College Park, Md.	Oct. 15, 1977	15
Head Start Eleanor Roosevelt School	Schnectady, N.Y.	Oct. 28, 1977	100
Virginia Recreation & Park Society	Richmond, Va.	Nov. 14, 1977	100

University of Maryland Adapted Physical Education Class	College Park, Md.	Dec. 10, 1977	15
American Alliance for Health, Physical Education and Recreation	Kansas City, Mo.	April, 1978	100
Maryland Recreation and Parks Association	Ocean City, Md.	April, 1978	100
Council for Exceptional Children	Kansas City, Mo.	May 2-5, 1978	100

The same planning and implementation procedures, evaluation procedures and follow-up procedures developed for Year I were utilized with minor modifications made for each agency. Appendix D includes the evaluation results from the 1978 conference and conference program and a sample of letters from trainees indicating their progress.

YEAR III

Second National Training Institute

During the final year of the PREP Special Training Project, a second national training institute was held. Approximately 35 trainees participated in pilot testing a trainer model. Participants from the first national training institute (February, 1978) received enrollment priority. Participants were also prepared to serve as consultant/trainers to agencies interested in or currently providing physical education and/or recreation programs for preschool handicapped children. The institue included a review of information concerning implementing programs, identifying and selecting training populations, arranging workshop logistics, designing in-service training programs, conducting competency identification and needs assessment, and designing training programs. At the conclusion of the Institute, participants were required to complete a plan-of-action for providing training or technical

assistance to an agency currently providing or interested in providing physical education or recreation programs for preschool handicapped children. A more comprehensive formative evaluation program used during this second field-test revealed the need for further revision and improvement of the training materials. (For Institute evaluation report, see Appendix F.) After the second conference, curriculum consultants and content experts decided to combine the Implementor's Training Model and the Trainer's Training Model. Developed was a competency based training handbook, the PREP Trainer's Handbook.

Development of PREP Trainer's Handbook

The theoretical model used to develop the Handbook is referred to as Competency-Based Instruction (CBI) or Performance-Based Instruction (PBI). Competency-Based Instruction, unlike more traditional approaches to education and training, refers to a process, which places emphasis on the acquisition of skills or tasks designated as necessary for occupational and/or professional functioning. (Kelley, et al., 1976)

The theoretical model should explain all crucial tasks associated with the development process. According to this approach, tasks should be completed in appropriate sequence to the extent possible within the constraints of time and resources. The model illustrated on the following page was adopted to guide this process.

A second essential element of CBI is that the competencies should be developed through some form of systematic research: they should not simply reflect the subjective biases of the curriculum developer or trainer.

Training Modules of the Handbook.

The training modules included in the Handbook are:

Module 1: The PREP Model -- principles, processes, characteristics, and overview of PREP And PREP materials; foundation of

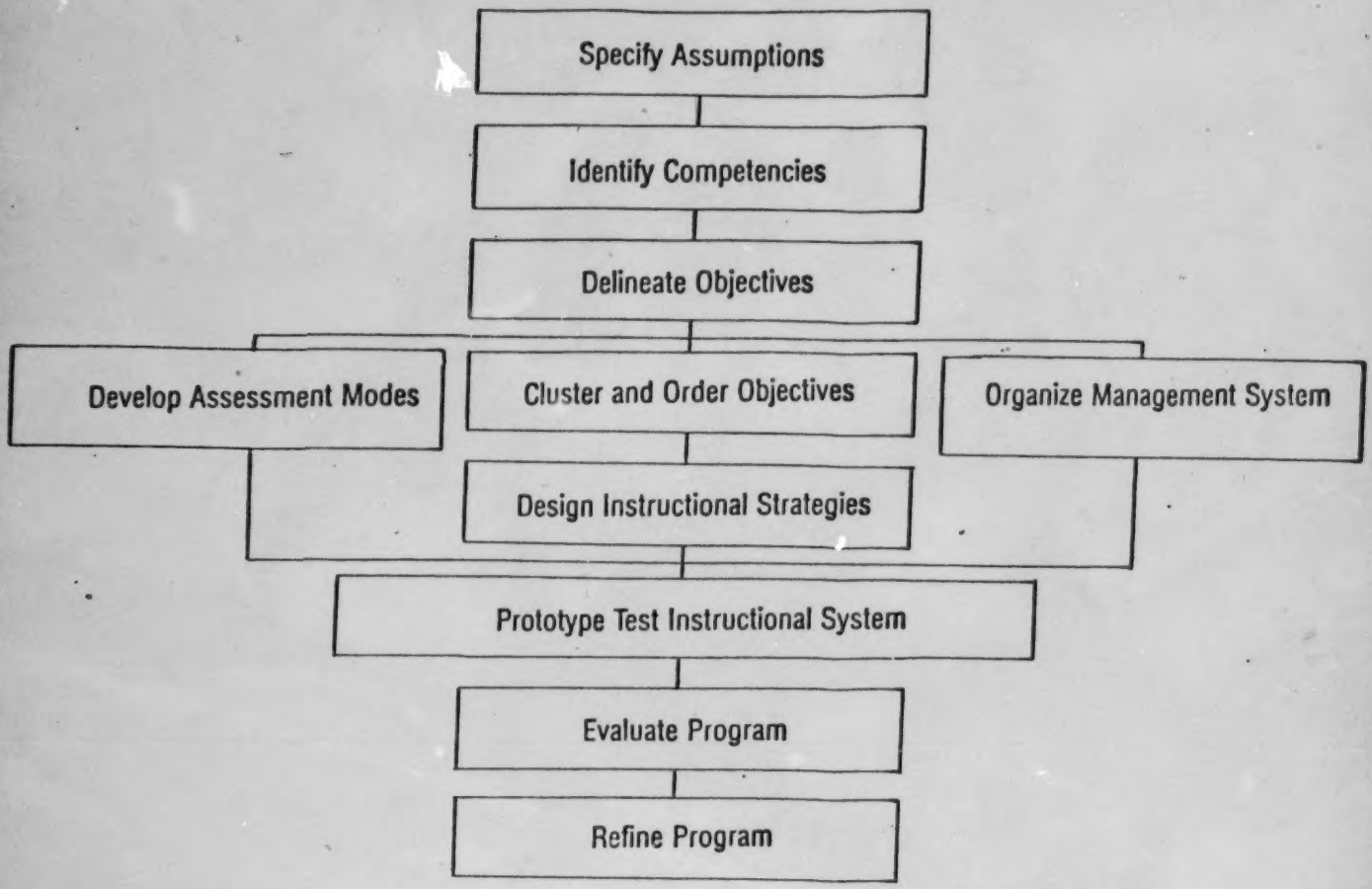


Figure 1. Program Design Model

Kelley, J., Robb G., Park W., Halberg, K. Therapeutic Recreation Education: Developing a Competency-Based Entry-Level Curriculum, University of Illinois Press, Urbana-Champaign, 1976.

Modules 2-7.

Module 2: Child Growth and Development -- introduction to patterns and milestones of "normal" growth and development, with emphasis on (gross and fine) motor, cognitive, (receptive and expressive) language, and social skills.

Module 3: Assessment -- exploration of how to conduct informal assessment of a child's level of performance of motor, cognitive, language, and social skills.

Module 4: Goals and Objectives -- development of skill in writing goals and objectives for preschool recreation programs.

Module 5: Planning -- overview of the PREP planning process; characteristics of integrated short- and long-term program plans, and ways of constructing plans for individual children.

Module 6: Implementation -- approaches to putting short-term plans into action using "life experiences"; discussion of principals of managing children's behavior.

Module 7: Evaluation -- discussion of terminology and process of determining to what degree a PREP program is achieving stating goals and objectives.

Each module contains an introduction which explains the intent and limitations of that unit of learning. Then the learning objectives are presented in behavioral terms. Suggested learning activities, presented for each objective, include readings and participation activities which are designed to help the trainee acquire the desired competency level. The next component, performance criteria, is to be used to assist the trainee determine if he or she has achieved the appropriate level of performance prescribed by the objective.

Each module also contains a trainer's guide, suggested test items, and supplementary reading lists. The trainer's guide will help the trainer develop and conduct a responsive program. Suggestions and comments in this section stem from expert opinion and/or experience gained during pilot-testing of the materials.

Suggested test items are presented for use in constructing pre- and post-tests for trainees. Developing and administering a pre-test is one way a trainer can find out what a particular group knows about topics addressed by the PREP Model and what individuals need to learn. With this information, the trainer can design responsive learning activities and facilitate individualized instruction. Trainers are urged to construct their own items when possible and not to rely totally on the suggested items.

The materials are designed for multiple uses with diverse audiences. Some users may find the materials most helpful as a "self-study" program. Others may simply want to review content units to assist them in designing their own training materials. Some may use the total package for structuring a comprehensive training program; others may select modules or units for inservice training workshops.

Program Evaluation and Materials Revision

In response to the media evaluations by program staff and park and recreation personnel, revisions were made to the PREP Trainer's Handbook.

Both the Project Coordinator, Lin Leslie and the Project Secretary, Fannie Hall terminated their involvement in the project in the middle of the final year. Technical writers and consultants were employed to work with the Project Director in revising the handbook. Technical writers included Jeanne Ackerman, Motor Development Specialist; Nancy Harty, Early Childhood Specialist; Alice Jackson, Behavior Management Specialist;

and Laura Rubinoff, Speech and Language Specialist. A writers guide was developed to assist the technical writers in the development of their modules. Initial drafts were reviewed by a panel of curriculum consultants which included Jerry Kelley, Instructor, Department of Recreation, University of Maryland; Jean Kelley, Instructor, Hood College; and Nancy Sobel, Professor, Early Childhood, Special Education, George Washington University. (See Appendix G for writers guide and module evaluation form.)

Based upon technical review and evaluation of the materials, a decision was made to include a module on writing goals and objectives and a chapter on training techniques.

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APPENDIX A

PARK AND RECREATION AGENCY SURVEY RESULTS

PREP SURVEY RESULTS

In order to determine the types of services currently being provided for preschool handicapped and non-handicapped children throughout the United States, a survey was conducted using a random stratified sample of park and recreation departments across the country by the PREP research project (April 1978). In addition to determining current levels of preschool programming, the survey sought an indication of whether those responding were planning to initiate preschool programs, and whether there as a need for in-service training and an interest in the PREP materials.

A total of 353 surveys were sent to park and recreation departments across the United States. The sample was determined by sending one questionnaire to each of the 85 cities or areas of over 100,000 people listed in the International City Manager's Association Yearbook, and to one out of every five cities or areas with a population of 100,000 or less listed, for a total of 268 surveys. The results of the survey were then tallied on the basis of population size. There were 53 reponses (62% response rate) from park and recreation departments serving more than 100,000 people, while 268 (77%) responded from those departments serving 100,000 or less. The response rate for the total number of surveys sent was 73%.

Agency Profile

In terms of the type of area and total population served by the agency responding, 90% of those serving over 100,000 people indicated that they are part of a city, with the remaining 10% encompassing either a city and county or a city, park district and a region. Eighty percent of these respondants stated that they serve a total population of 100,000 - 500,000; the other 20% serving upwards of 500,000 individuals. In classifying the area

served by the agency, 77% indicated that theirs is an urban area, 22% are suburban, and the remaining 1%, regional.

Of those park and recreation departments serving 100,000 or less inhabitants, 59% of the agencies responding indicated that they are in cities, with 17% stating that they serve a town, 7% are part of a park district, and the remaining 17% serve counties, villages, regions and other types of area divisions. Only 17% of the agencies responding serve populations of 500,000 - 100,000. Thirty-five percent serve 25,000 - 50,000; 47% serve 10,000 - 25,000 and only 1% serve less than 10,000 people. In terms of the classification of areas, 35% indicated that they are part of an urban setting; 46% are suburban. Only 5% are regional agencies, and 6% serve rural areas.

Other demographic data requested from the agencies concerned the approximate number of recreation program personnel employed, and the age ranges for which programs are being conducted. Thirty-five percent of those agencies serving over 100,000 indicated that they employ more than 200 individuals in their programs, with 17% showing that they employ from 0 - 25 people. Thirteen percent have from 26 - 50 employees. This differs markedly from data received from agencies serving 100,000 or less. In that category, 53% of those responding have from 0 - 26 employees, with 12% hiring from 26 - 50 people. A further breakdown of responses to this question can be seen in Table 1.

Agencies serving areas of more than 100,000 inhabitants, and those serving less people tended not to differ greatly in terms of age ranges for which programs are offered. Those serving larger populations had a higher percentage of programs for children under 5 years, and for people over 60; however, the percentages were close for programs for 5 - 18 years (over 100,000 - 92%; 100,000 and under - 89%) and were identical (90%) for programs for those aged 19 - 60 years (see Tabe 2).

Preschool Programming for Handicapped and Non-Handicapped Children

Those taking part in the PREP survey were asked whether services are currently being provided for any children under 5 years of age by their agency. Eighty-one percent of the park and recreation departments serving more than 100,000 people responding indicated that they do provide preschool programming; 19% indicated that they do not provide services for preschoolers (see Table 3). The largest percentage of those providing preschool services (39%) have a minimum age of 3 - 4 years. Another 17% indicated that the children need only to be 2 - 3 years old to participate in the agencies programs (see Table 4). Almost all of the preschool programs listed are funded by either taxes, fees, or a combination of the two. Only 2% indicated that some other method of funding is being used. This information is contained in Table 5.

Only 67% of the agencies serving a population of 100,000 or less indicated that they are currently providing recreation programs for children under 5; 33% stated that they are not providing such services at this time (see Table 3). Again, the largest percentage of those providing preschool (49%) require a minimum age of 3 - 4 years, 11% indicated that the children must be 4 - 5 years old in order to participate. A further breakdown of minimum ages for preschool programs is contained in Table 4. While 8% of these preschool programs are being funded by some other means, the great majority are funded through tax dollars, or by direct fees for the programs (see Table 5).

The agencies were then asked whether or not they currently provide recreation services for handicapped children under 5 years of age. Whereas 81% of those serving over 100,000 have some type of preschool program, only 32% reported that they have programs for handicapped preschoolers (see Table 6). Of those that do serve handicapped children under 5, 24% require

a minimum age of 2 -3 years, 24% state that the child must be 3 - 4 years old, and 29% serve only those children over 4 years (see Table 7). Again, the majority of these programs are funded through taxes and fees, with 5% relying on contributions to finance the programs. Figures are provided in Table 8.

Only 16% of the park and recreation departments serving 100,000 people or less currently provide programs for handicapped preschoolers (compared with 67% providing recreation programs for any children under 5). Seventy-four percent stated that they do not provide such services (see Table 6). Thirty-two percent of those presently serving handicapped preschoolers require that the child be 3 - 4 years old, with another 11% having a minimum age of 4 years. These figures are shown in Table 7. While the majority of these programs are funded through taxes and fees charged, 12% rely solely on other forms of funding, and 20% supplement taxes and fees with money from contributions, grants, and other sources (see Table 8).

The 53 park and recreation departments in areas with more than 100,000 inhabitants responding to the PREP survey indicated that they employ a total of 503 full and part time staff members for their preschool programs. This figure, as illustrated in Table 9, includes 63 part time and 27 full time employees for recreation programs for handicapped children under 5 years, and 224 part time and 189 full time staff for preschool programs for non-handicapped children. In order to determine the approximate number of people employed by all park and recreation departments serving over 100,000 people, these figures were adjusted for non-response. The resulting figures indicate that 102 part time and 44 full time employees serve handicapped preschoolers, and that 361 part time and 305 full time people are hired to work with non-handicapped children under 5, for a total of 812 employees.

A larger number of employees work in preschool recreation programs

indicated that they plan to initiate programs for handicapped children under 5, and approximately 32% of those responding to the question stated that they have plans to begin programming for non-handicapped preschoolers. Twenty-nine percent of the park and recreation departments serving 100,000 people or less indicated that they have plans for initiating programs for the handicapped preschoolers in their areas, and approximately 41% of those responding to the question stated that they would be starting programs for non-handicapped children under 5. These figures are contained in Table 13.

The majority of the agencies surveyed indicated that a tested, specialized program for handicapped or non-handicapped children would be useful to them. Seventy-five percent of those serving over 100,000 people, and 74% of those serving 100,000 or less answered this question affirmatively (see Table 14). The survey questionnaire then stated that Project PREP has developed and tested such a curriculum. Eight-one percent of the agencies serving over 100,000 and 82% of those serving 100,000 or less stated that they would be interested in receiving and reviewing the PREP program (see Table 15). Seventy-five percent of the park and recreation departments serving a population of more than 100,000 and 70% of those serving less people indicated that they would be interested in an opportunity for members of their staff working with preschool children to take part in a comprehensive training program developed and tested by Project PREP (see Table 16.)

Conclusions

Information received in the survey of park and recreation departments throughout the United States indicates that there is a recognizable need for increased programming for both handicapped and non-handicapped children under 5. While agencies serving larger populations tend to conduct more recreation programs for preschoolers, less programming is provided for this age group than for any other. Almost three-fourths of the agencies surveyed provide no

conducted by the 206 park and recreation departments serving 100,000 or less. Their responses to the survey indicate that 197 part time and 46 full time employees work in programs for handicapped children under 5, and 1001 part time and 149 full time people are employed in preschool programs for non-handicapped children - a total of 1393 employees (see Table 9). When these figures are adjusted for non-response, the total is increased to 9050 employees: 1280 part time and 300 full time in programs for handicapped children under 5, and 6500 part time and 970 full time in programs for non-handicapped preschoolers.

Of those agencies serving more than 100,000 people, 42% indicated that they have an established participant/leader ratio for their preschool programs, 34% indicated thay they do not (see Table 10). Thirty-five percent of the agencies serving a population of 100,000 or less stated that they have a minimum participant/staff ratio, while 20% of these agencies do not have such a ratio. Table 11 summarizes the participant/leader ratios required by both types of agencies for their preschool programs for handicapped and non-handicapped children.

The survey then asked whether the agency has a specialized program, or curriculum for the activities conducted for preschool handicapped children. In response to this question, 68% of those serving 100,000 inhabitants indicated that they do not have such a curriculum, while only 17% stated that there is a specialized program already in use. Of the agencies serving 100,000 people or less, about the same percentage, 67% indicated that they do not have a specialized program at this time. However, only 6% of these agencies stated that there is a specific curriculum in use in their preschool programs (see Table 12).

Of those serving more than 100,000 people who do not currently conduct recreation programs for preschool handicapped or non-handicapped children, 39%

recreational services for handicapped preschoolers in their area, although results indicate that this number will decrease as planned programs are initiated.

The agencies surveyed indicated that most do not have a specialized curriculum for their preschool programs currently being conducted. The majority stated that such programming would be helpful to them. The PREP materials were designed to fill this need, and survey results indicate that agencies across the United States, serving many different populations, are interested in receiving the Project PREP information for possible use in their preschool programs. A large majority of agencies surveyed also expressed an interest in PREP training for their staff members working with preschool children, indicating that the PREP training program will be useful in filling the specific staff training need for which it was designed. This is especially true as increased numbers of preschool programs for all children are initiated across the country.

Table 1: Approximate Number of Recreation Personnel Employed by Park and Recreation Departments, Percentage Distribution by Population Size (N=259)

Number of Employees	Population Size		
	100,000 or less	Over 100,000	Total
0 - 25	53%	17%	45%
26 - 50	12%	13%	12%
51 - 75	8%	4%	7%
75 - 100	6%	9%	7%
101 - 125	5%	2%	4%
126 - 150	4%	2%	3%
151 - 200	1%	4%	2%
Over 200	6%	35%	12%
(No Response)	(5%)	(13%)	(8%)

Table 2: Age Ranges for Which Recreation Programs are Currently Conducted, Percentage Distribution by Population Size (N=259)

Age Ranges	Population Size		
	100,000 or less	Over 100,000	Total
Under 5 years	65%	77%	67%
5 - 18 years	89%	92%	90%
19 - 60 years	90%	90%	90%
Over 60 years	75%	88%	78%

Table 3: Extent to Which Recreation Services are Provided for Children Under 5 years, Percentage Distribution by Population Size (N=259)

Recreation Services	Population Size		
	100,000 or less	Over 100,000	Total
Provided for children under 5 years	67%	81%	69%
Not provided for children under 5 years	33%	19%	31%

Table 4: Minimum Age Requirements for Participation in Recreation Programs for Children Under 5 years, Percentage Distribution by Population Size (N=180)

Minimum Age Range	Population Size		
	100,000 or less	Over 100,000	Total
0 - 1 years	7%	2%	6%
1 - 2 years	4%	9%	5%
2 - 3 years	10%	17%	11%
3 - 4 years	49%	39%	47%
4 - 5 years	11%	14%	12%
(No response)	(19%)	(19%)	(19%)

Table 5: Means of Support of Recreation Services Provided for Children Under 5 years, Percentage Distribution by Population Size (N=180)

Means of Financial Support	Population Size		
	100,000 or less	Over 100,000	Total
Taxes	10%	81%	27%
Fees	7%	53%	18%
Taxes and Fees*	69%	-	53%
Other (includes contributions)	8%	4%	8%
(No response)	(6%)		(5%)

Note: A greater percentage of programs provided by both agencies serving less than 100,000 and more than 100,000 may use a combination of tax dollars and fees collected for funding purposes.

Table 6: Extent to Which Recreation Services are Provided for Handicapped Children Under 5 years, Percentage Distribution by Population Size (N=259)

Recreation Services	Population Size		
	100,000 or less	Over 100,000	Total
Provided for handicapped children under 5 years	16%	32%	20%
Not provided for handicapped children under 5 years	74%	68%	73%
(No response)	(10%)		(7%)

Table 7: Minimum Age Requirements for Participation in Recreation Programs for Handicapped Children Under 5 years, Percentage Distribution by Population Size (N=51)

Minimum Age Range	Population Size		
	100,000 or less	Over 100,000	Total
0 - 1 year	9%	-	6%
1 - 2 years	3%	-	2%
2 - 3 years	6%	24%	12%
3 - 4 years	32%	24%	29%
4 - 5 years	11%	29%	18%
(No response)	(39%)	(23%)	(33%)

ble 8: Means of Support of Recreation Services Provided for Handicapped Children Under 5 years, Percentage Distribution by Population Size (N=51)

Means of Financial Support	Population Size		
	100,000 or less	Over 100,000	Total
Taxes	32%	88%	51%
Fees	12%	29%	18%
Taxes and Fees*	62%	-	
Other (includes contributions)	32%	5%	25%

e: A greater percentage of programs provided by both agencies serving less than 100,000 l more than 100,000 may use a combination of tax dollars and fees collected for funding poses.

Table 9: Number of Staff Members Currently Assigned to Recreation Programs for Children Under 5 years, by Population Size (N=259)

Type of Employee	Population Size		
	100,000 or less	Over 100,000	Total
Part time in Program for Handicapped	197 (1280)	63 (102)	260 (1382)
Full time in Program for Handicapped	46 (300)	27 (44)	73 (344)
Part time in Program for Non-handicapped	1001 (6500)	224 (361)	1225 (6861)
Full time in Program for Non-handicapped	149 (970)	189 (305)	487 (1275)
Total	1393 (9050)	476 (812)	2045 (9862)

Note: Figures in parentheses ( ) have been adjusted for non-response.

Table 10: Extent to Which Park and Recreation Departments Have an Established Participant/Leader Ratio, Percentage Distribution by Population Size (N=259)

Participant/Leader Ratio	Population Size		
	100,000 or less	Over 100,000	Total
Established by Agency	35%	42%	36%
Not Established by Agency	20%	34%	23%
Not Applicable	2%	-	2%
(No response)	(43%)	(20%)	(39%)

Table 11: Minimum Participant/Leader Ratios Established for Recreation Programs for Handicapped and Non-Handicapped Children Under 5, Percentage Distribution by Population Size (N=94)

Ratio	For Handicapped Preschoolers			For Non-Handicapped Preschoolers		
	Population Size			Population Size		
	100,000 or less	Over 100,000	Total	100,000 or less	Over 100,000	Total
2/1	3%	-	2%	-	-	-
3/1	1%	23%	6%	-	-	-
4/1	3%	14%	5%	-	-	-
5/1	4%	9%	5%	8%	-	6%
6/1	-	4%	1%	3%	18%	6%
7/1	-	4%	1%	3%	9%	4%
8/1	-	-	-	4%	14%	6%
9/1	-	-	-	-	4%	1%
10/1	-	4%	1%	6%	9%	7%
11-15/1	-	-	-	7%	18%	9%
16-20/1	-	-	-	4%	9%	5%
21-30/1	-	-	-	-	4%	1%
31-40/1	-	-	-	-	4%	1%
41-50/1	-	-	-	1%	-	1%
(No response)	(89%)	(42%)	(79%)	(64%)	(11%)	(53%)

Table 12: Extent to Which Specialized Curricula are Utilized in Recreation Programs for Preschool Handicapped Children, Percentage Distribution by Population Size (N=259)

Specialized Curriculum	Population Size		
	100,000 or less	Over 100,000	Total
Utilized in programs for handicapped Children under 5 years	6%	17%	9%
Not utilized in programs for handicapped children under 5 years	67%	68%	67%
Not applicable	5%	1%	4%
(No response)	(22%)	(14%)	(20%)

Table 13: Extent to Which Agencies not Presently Conducting Recreation Programs for Preschoolers are Planning to Initiate such Programs within 3 years, Percentage Distribution by Population Size (N=188)

Programs for Preschoolers	Population Size		
	100,000 or less	Over 100,000	Total
Planning programs for handicapped	26%	39%	29%
Not planning programs for handicapped	45%	42%	44%
Not applicable	2%	2%	2%
(No response)	(27%)	(17%)	(25%)
Planning programs for non-handicapped*	approx. 41%	approx. 32%	approx. 39%
Not planning programs for non-handicapped*	approx. 56%	approx. 63%	approx. 57%
Not applicable*	approx. 3%	approx. 5%	approx. 4%

: Figures represent percentages of responses to question rather than of totals.

Table 14: Extent to Which a Tested, Specialized Program for Preschool Handicapped Would be Useful to Park and Recreation Departments, Percentage Distribution by Population Size (N=259)

Curriculum	Population Size		
	100,000 or less	Over 100,000	Total
Would be useful to agency	74%	75%	75%
Would not be useful to agency	16%	15%	16%
Might be useful to agency	1%	2%	1%
(No response)	(9%)	(8%)	(8%)

Table 15: Extent to Which Park and Recreation Departments Express Interest in Receiving and Reviewing the PREP Program, Percentage Distribution by Population Size (N=259

PREP Materials	Population Size		
	100,000 or less	Over 100,000	Total
Would be received by agency	82%	81%	82%
Would not be received by agency	11%	2%	9%
Are already in use by agency	-	6%	1%
(No response)	(7%)	(11%)	(8%)

able 16: Extent to Which PREP Training Program for Preschool Program Staff Would be of Interest to Agencies, Percentage Distribution by Population Size (N=259)

PREP Training Program	Population Size		
	10[illegible],000 or less	Over 100,000	Total
Would be of interest to agency	70%	75%	71%
Would not be of interest to agency	18%	8%	16%
Might be of interest to agency	2%	6%	3%
(No response)	(10%)	(11%)	(10%)

APPENDIX C

AWARENESS TRAINING MATERIALS

APPENDIX B

RESULTS OF EXPERIMENTAL PROGRAM

Abstract

This study was designed to investigate the effects of the Preschool Recreation Enrichment Program- PREP , (a recreation based motor and associative learning program), on motor, language and social development of mentally retarded preschool children as measured by the Receptive Expressive Emergent Language Scale, the Preschool Attainment Record and the Denver Developmental Screening Test. Subjects were assigned to one of two groups: Group I: Experimental, participated in a daily 6-week PREP program; Group II: Control Hawthorne, participated in a daily 6-week parks-and recreation summer program for preschool handicapped children. A comparison of preprogram and postprogram scores indicated that expressive language, manipulation and fine motor skills improved significantly for the experimental group only, indicating an improvement in language and motor skills as a result of participation in the PREP program.

EFFECTS OF A MOTOR AND ASSOCIATIVE LEARNING PROGRAM ON MOTOR AND COGNITIVE SKILLS OF RETARDED PRESCHOOL CHILDREN

Physical activity and play are important for a child's normal growth and development. (Gordon, 1975; Piaget, 1962; Seefeldt, 1974.) A child's active interaction with his environment contributes to his motor and perceptual skills, as well as to his self-concept, social skills, and cognitive development. (Arnheim and Sinclair, 1975; Bruner, 1967; Cratty, 1970.) Such physical interaction is incorporated in several approaches to teaching retarded children and those with learning disorders; the systems of Montessori (1912), Kephart (1960), and Frostig and Horne (1964) are examples. In addition, there are several studies that have investigated the efficacy of specific motor oriented programs for promoting perceptual-motor and other skills (Johnson and Fretz, 1967; Painter, 1966; Maloney, Ball and Edgar, 1970; Maloney and Payne, 1970; Johnson, 1968; Chasey, et al, 1974). Significant changes in perceptual-motor skills of handicapped children after a physical development program were reported by Johnson and Fretz (1967). Painter (1966) found that a program of rhythmic and sensory motor experiences yielded significant gains in perceptual-motor integration, body-image, and psycholinguistic competence in preschool children. Maloney, Ball and Edgar (1970), employing a population of moderately and severely retarded institutionalized males, found that sensory-motor and attention-control training generalized to the development of a "body-image." Gains on measure of body-image remained stable after an extended period of time (Maloney and Payne, 1970). There is some evidence in the work of Johnson (1968) that physical development may interact with self-concept, body-image, social interactions and perceptual-motor development. Chasey et al. (1974) discovered that responses of institutionalized mentally retarded children on the Holtzman Inkblot Technique indicated a more positive body-image as a result of a physical development program.

The above findings suggest that for children who demonstrate delays in motor, language, and social skills, properly designed recreation programs with an emphasis on fundamental motor skills could yield benefits which include gains not only in motor proficiency but also extend to cognitive areas as well. Such program intervention could be particularly crucial during the preschool years. This study was designed to examine the effects of recreation-based programs for preschool retarded children on fundamental motor-skill acquisition, as well as the associated areas of language, self-concept, and socialization.

Two types of training programs were employed in this study. The first is the Preschool Recreation Enrichment Program (PREP), a structured, recreation-based motor and associative learning program which utilizes everyday-life situations to foster learning and social interaction. This program emphasizes learning one or two specific skills at a time, e.g. crawling and grasping. In addition to learning a specific motor skill, stimulation is provided for the development or improvement of language or social skills. After administering a criteria reference evaluation, each child in each small training group was presented the skills at a level commensurate with his ability. Immediate, positive verbal reinforcement is provided for successful performance in each activity.

The second program was a parks-and-recreation summer program for handicapped preschool children. This program includes arts and crafts, field trips, music, swimming, games, language exercises, etc. While it was thought that this program would provide some benefit, it was also designed as a control to compare the general effects of physical activity, social interaction, and of increased attention--the Hawthrone Effect--against which the more specific effects of the PREP program could be measured.

The primary hypothesis was that retarded children exposed to either the PREP experimental program or the less structured, play-based recreation program (Hawthrone control group) would show gains in motor and language skills as measured by appropriate standardized tests; but that the experimental (PREP) group would show significantly greater gains in these skills than the control group.

METHOD

Subjects for this investigation were thirty (30) preschool children, classified as mentally retarded, but without severe physical handicaps. They were children enrolled in a summer recreation program, under the direction of the Special Services Division of the Maryland National Capital Park and Planning Commission, Riverdale, Maryland, during the summer of 1976. Three subjects were lost due to attrition, leaving twenty-seven (27) subjects ranging in age from 3.3 to 5.9 years. Of the subjects remaining, all were randomly assigned to one of two groups; (a) an experimental PREP group (N=15) and (b) a control Hawthorne group (N=12). The experimental group was provided a structured, behaviorally-oriented, recreation-based motor and associative learning program described above, while the control group was provided with a typical, play-oriented, recreation program offered by a parks-and-recreation department for handicapped children. Both groups were under the direction of qualified teachers. Teachers were randomly assigned to either one of the two groups, in a child/staff ratio of 4:1. The four teachers assigned to the experimental group were given pre-service and in-service training in the administration of the Project PREP program, while the three teachers assigned to the control group were given pre-service and in-service training in the administration of the typical recreation program designe for handicapped preschool children.

A pre-test was administered just prior to the implementation of the training program, and the post-test was administered at the conclusion of the program. The test program applied consisted of the Bzoch-League Receptive-Expressive Emergent Language Scale, the Preschool Attainment Record, and the Denver Developmental Screening Scale. These assessment devices were selected on the basis of their ability to discern several specific motor, cognitive, and affective variables.

Programs were provided to both groups for three and one-half hours per day, five days a week, for six weeks. The experimental group received the PREP program which provided sequential training in ten (10) fine and eighteen (18) gross motor skills. In addition, the stimulation of language, social interaction, and self-concept was included. The control group participated in a program of arts and crafts, trips, swimming, singing, games, movement exercises etc., as described earlier. Both programs were conducted in the same park and recreation facility in a neighborhood setting.

The data was analyzed through use of an analysis of variance (ANOVA) for a two-factor experiment (groups and trials) with repeated measures on trials (Ferguson, 1976). Follow-up t-tests were then performed for specific comparisons using the Newman-Kuels post-hoc procedure. Differences for which $p \leq .05$ were considered significant.

RESULTS

Each variable measured by the test battery was subjected to analysis of variance and the main effects are presented in Table 1. They are described below under the heading of the appropriate test instrument.

Receptive Expressive Emergent Language (REEL):

For expressive language, a groups by trials ANOVA with repeated measures revealed a trials main effect, with post-test scores higher than pre-test scores when both groups were considered together ($p < .01$). Follow-up t-tests showed a significant improvement from pre-test to post-test for the experimental (PREP) group only ($p < .01$), and not for the control group.

For receptive language, the ANOVA revealed a trials main effect for both groups, with an improvement from pre- to post-test ($p \leq .05$), and no significant group by trials interaction.

Preschool Attainment Record (PAR):

The ANOVA indicated no differences by groups on ATA-1 (skills passed per skill area), ATA-2 (skills passed per age level), and AQ (raw score interpretation according to age). No performance improvements were determined for the areas of rapport, communication, responsibility, information, ideation, or creativity.

For ambulation, there was a trials main effect ($p < .05$) indicating a significant pre- to post-test improvement for both groups taken together, without a significant interaction between groups and trials.

For manipulation, there was a highly significant trials main effect ($< .001$) indicating a pre- to post-test improvement. A groups by trials interaction was also found ($p < .05$), and follow-up t-tests for this interaction revealed higher post-test than pre-test scores for the experimental (PREP) group only ($p < .05$).

ver Developmental Screening Test (DDST):

For fine motor skills, the ANOVA revealed a trials main effect with pre- ost-test improvement ($p < .05$), and a large group by trials interaction .01). Follow-up t-tests for this interaction revealed higher post-test pre-test scores for the experimental (PREP) group only. For language, ials main effect was found with pre- to post-test improvement ($p < .01$), o significant group by trials interaction.

In summary, receptive language (on the REEL), ambulation (on the PAR), and language (on the DDST) improved for both groups between pre- and post-testing. Expressive language (on the REEL), manipulation (on the PAR), and fine motor skills (on the DDST) improved significantly for the experimental (PREP) group only.

TABLE I

ANALYSIS OF VARIANCE SUMMARY TABLE[1]

Source	df	F-ratios: Receptive Expressive Emergent Language (REEL) Expressive	Receptive	Preschool Attainment Record (PAR) Ambulation	Manipulation	Denver Developmental Screening Test (DDST) Fine Motor	Language
PREP group vs. control group	1/25	1.83	0.63	2.53	1.43	1.02	1.25
Pre-test vs. Post-test	1/25	14.37**	7.51	4.50*	28.36***	6.50*	14.63**
Group x Trials =	1/25	3.67	0.02	0.23	4.93*	8.01**	1.09

[1]ANOVA for a two-factor experiment (where the first factor is rows or groups, and the second factor is columns or tests) with repeated measurements on one factor (tests).

* p .05

** p .01

*** p .001

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DISCUSSION

The anticipated performance improvement in various parameters under study in both groups is partially supported by the significant improvement in ambulation (PAR), receptive language (REEL), and language (DDST) described earlier, Although maturation and test experience may have some influence, at least part of this improvement may be attributable to the experience common to both groups; that of a recreational program involving motor activity and language, as well as such non-specific factors as attention and social reinforcement. Since a blank control group was not employed in this experiment, the relative importance of these factors cannot be determined from the present data. However, a major contribution from the specific contents of both programs is suggested by the fact that both included practice in such skills as sitting, standing, walking, running, climbing, jumping, etc., the performance on which makes up the ambulation score on the PAR. Language experience was also included in both programs.

The pre- to post-test improvement was greater for the experimental (PREP) than for the control (Hawthorne) group, for the variables of expressive language (on the REEL), manipulation (on the PAR), and fine motor skills (on the DDST). Although both groups were encouraged to verbalize, only the experimental (PREP) group had the language component built into their program, with the language activity closely associated with the on-going motor activity. Children were encouraged to talk and sing about what they were doing. Fine motor skills (including manipulation) comprise half of the PREP program, and the advantages of this program over a less-structured recreation program may be greater in this area than in the area of gross motor skills and ambulation.

Addendum

Implementation of the PREP Program conducted during the experimental study was guided by a set of PREP instructional materials. These materials focused upon the sequential development and refinement of language, motor and social skills through participation in diagnostic learning activities. As a result of the experimental study, the PREP materials were revised and field tested in a variety of preschool programs in the Washington, D.C. metropolitan area. The results of extensive field testing by service providers indicated that in general, the PREP materials were usable and appropriate for working with preschool handicapped children.

Data collected from approximately 76 "users" during 1977-1978 indicated a need for content revisions in the area of skill expansion, language and social development and skill reinforcement.

In addition to field testing, the PREP materials were subject to a media evaluation by approximately 100 educational service providers. The purpose of this evaluation, like field testing, was to determine the overall usability and appropriateness of the PREP materials and to collect recommendations for final revisions. The results indicated that 90% of those surveyed found the PREP materials to be useful in implementing preschool programs in general and 92% reported that the materials were appropriate for use in programs serving preschool handicapped children. Recommendations for improving clarity, comprehension and technical quality were collected from the evaluation.

Field test and media evaluation data were utilized in revision of the PREP materials. Revisions were made by the Project PREP staff and reviewed by experts in various fields of education. Minor revisions suggested by the reviewers were then incorporated into the final materials which are entitled the PREP Manual and the PREP Implementation and Resource Guide. Both publications are distributed by Hawkins and Associates, Inc., 729 Delaware Avenue, S.W., Washington, D.C. 20024.

INTRODUCTION

The purpose of the Awareness Training Model is to facilitate an awareness of the need for recreation/physical education programs for preschool handicapped children. There are two modules which are as follows:

Module 1 - Value and Need for Recreation/Physical Education Programs for Preschool Handicapped Children

Module 2 - Administrative Consideration in Developing and Implementing Recreation/Physical Education Programs for Preschool Handicapped Children

Preceeding each module is a competency statement, an approximation of time for covering the module, an overview and a list of instructor and participant objectives. The Instructional Unit Guide which follows outlines the content of each module. Following Module 2 are copies of resource and instructional materials.

The use of these modules will vary dependent upon the interests and needs of the participants.

MODULE 1

Title: Value and Need for Recreation/Physical Education Program for Preschool Handicapped Children

Competency: 1. Ability to understand the value and need for recreation and physical education programs for preschool handicapped children.

Duration:

Overview of Module

This module is designed to introduce participants to recreation and physical education for preschool handicapped children and to provide them with information on the value and need for such programs. Participants will be asked to discuss how recreation/physical education programs could benefit preschool handicapped children. They will also view a film of a preschool recreation program and discuss how play was used to teach cognitive, language, motor and social skills. Finally, participants will discuss the need for programs in their area and how they may be initiated in accordance with recent legislation.

MODULE 1 OBJECTIVE

Instructor

Instructor will administer the pre-test to identify participants competencies and knowledge of recreation/physical education for preschool handicapped children.

Instructor will introduce the purpose and goals for Awareness Activities.

Instructor will discuss the role of recreation/physical education in serving the needs of preschool handicapped children.

Instructor will discuss how recreation/physical education programs can positively effect the cognitive, language, motor, social emotional development of preschool handicapped children.

Instructor will discuss how recreation and physical education programs facilitate healthy growth and development through successful play experience.

Instructor will discuss the need for recreation/physical education programs for preschool handicapped children as evidenced by recent statistics.

Instructor will discuss recent legislation relating to handicapped children, i.e., Public Law 94-142: The Education of All Handicapped Children Act, 1975, Section 504 of the Vocational Rehabilitation Act of 1973, and other legislative and administrative regulations effecting recreation and physical education for preschool handicapped children.

Participant

Participant Objective 1.1 Participants will develop an understanding of how recreation and physical education can assist a child's cognitive language, motor, social/emotional development.

Assessment Task 1.1 Participants will discuss potential benefits of recreation and physical education for preschool handicapped children.

Participant Objective 1.2 Participants will develop an understanding of how recreation and physical education programs facilitate healthy growth and development through successful play experiences.

Assessment Task 1.2 Participants will review a film "The Preschool Recreation/ Physical Education Program" and then discuss what the children were doing. Participants will discuss play and its value and effect on healthy growth and development.

Participant Objective 1.3 Participants will develop an understanding of the need for recreation/physical education programs for preschool handicapped children.

Assessment Task 1.3 Participants will discuss the need for such programs in their community.

Participant Objective 1.4 Participant will develop an understanding of recent legislation related to handicapped children, i.e., Public Law 94-142: The Education of All Handicapped Children Act, 1975, Section 504 of the Vocational Rehabilitation Act of 1973, and other legislative and administrative regulations effecting recreation and physical education for preschool handicapped children.

Assessment Task 1.4 Participants will discuss how recreation/physical education can and should be provided to preschool handicapped children in accordance with current legislation.

INSTRUCTIONAL GUIDE

Participant Objective 1.1
Participants will develop an understanding of how recreation and physical education can assist a child's cognitive, language, motor, social/emotional development

Assessment Task 1.1.
Participants will discuss potential benefits of recreation and physical education for preschool handicapped children.

IME	METHOD OF INSTRUCTION	CONTENT & LEARNING ACTIVITIES	RESOURCES/ INSTRUCTIONAL MATERIALS	
			Instructor	Participant
20 minutes	Instructor Presentation	I. Introduction to Awareness Training A. Distribute Awareness Training Competency Assessment Surveys pre-test and inventory B. Purpose of Awareness Training C. Goals of Awareness Training - To increase awareness of the need and value of recreation/physical education programs for preschool handicapped children. - To facilitate the development of recreation/physical education programs for preschool handicapped children.	Awareness Training Competency Survey, Pre-Test and Inventory Overview of Awareness Training Model	Awareness Training Competency Survey, Pre-Test and Invent
20 minutes	Group Discussion	II. Value of recreation/physical education programs for preschool handicapped children A. Effect on development - cognitive - language - motor - social/emotional B. Provides early stimulation C. Maintenance of existing skills D. Facilitates mainstreaming	Handout: Recreation/ Physical Education Program for Preschool Handicapped Children	Handout: Recreation Physical Education Program for Presch Handicapped Childre

Participant Objective 1.2

Participants will develop an understanding of how recreation and physical education programs facilitate healthy growth and development through successful play experiences.

Assessment Task 1.2

Participants will review a film "The Preschool Recreation/Physical Education Program" and then discuss what the children were doing. Participant will discuss play and its value and effect on healthy growth and development.

IME	METHOD OF INSTRUCTION	CONTENT & LEARNING ACTIVITIES	RESOURCES/ INSTRUCTIONAL MATERIALS	
			Instructor	Participants
20 minutes	Instructor Presentation	III. Recreation/Physical Education and Play		
		A. What is Play		
	View and discuss film	B. Importance of Play	Film: Preschool Recreation/Physical Education Program	
		C. How to facilitate Play		
		D. Learning to play through participation in recreation/ physical education programs		

Participant Objective 1.3

Participants will develop an understanding of the need for recreation/physical education programs for preschool handicapped children.

Assessment Task 1.3

Participants will discuss the need for such programs in their community.

TIME	METHOD OF INSTRUCTION	CONTENT & LEARNING ACTIVITIES	RESOURCES/ INSTRUCTIONAL MATERIALS
15 minutes	Instructor Presentation	IV. Need for recreation/physical education programs for preschool handicapped children A. 70% of 1.2 million handicapped preschool children in country not served by any program. B. 1975 nationwide survey of park and recreation departments show of 986 agencies reporting fulltime year-round programs only 65% provide services for preschool children. C. All persons should be entitled to equal recreation/physical education services regardless of age.	Instructor / Participant Handout: Statistics on Services for Preschool Handicapped Children

Participant Objective 1.4.

Participants will develop an understanding of recent legislation related to handicapped children, i.e., Public Law 94-142: The Education of All Handicapped Chidren Act, 1975, Section 504 of the Vocational Rehabilitation Act of 1973, and other legislative and administrative regulations effecting recreation and physical education for preschool handicapped children.

Assessment Task 1.4

Participants will discuss how recreation/physical education can and should be provided to preschool handicapped children in accordance with current legislation.

TIME	METHOD OF INSTRUCTION	CONTENT & LEARNING ACTIVITIES	RESOURCES/ INSTRUCTIONAL MATERIALS	
			Instructor	Participant
20 minutes	Instructor Presentation	VI. Recreation and Physical Education Legislation Effecting Handicapped Children A. PL 94-142 Education for All Handicapped Children Act of 1975 B. Section 504 of Vocational Rehabilitation Act of 1973	Handout: Recreations and PL 94-142 Handout: Helping the Handicapped	Handout: Recreation and PL 94-142 Handout: Helping the Handicapped
15 minutes	Group Discussion	VII How to provide recreation/physical education programs for preschool handicapped children		

MODULE 2

Title: Administrative Considerations in Developing and Implementing Recreation/Physical Education Programs for Preschool Handicapped Children.

Competency: 1. To have an awareness of administrative considerations for planning and implementing programs for preschool handicapped children.

Duration: 40-80 minutes

Overview of Module

This module is designed to explore administrative considerations for planning and implementing recreation/physical education programs. The instructor begins by overviewing the module and discussing the administration of programs for preschool handicapped children. Both general and specific administrative concerns and problems are discussed by the participants during a brainstorming activity and small group work.

The instructor will provide a brief overview of available materials for developing and implementing recreation/physical education programs for preschool handicapped children. The focus of their discussion will be on what materials are available, how they can be used and where to obtain them.

Finally the instructor will administer the post-test.

MODULE 2 OBJECTIVES

Instructor

Instructor will explain content of the module.

Instructor will discuss general administrative considerations for planning and implementing preschool recreation/physical education programs for handicapped children.

Instructor will initiate a brainstorming session to identify possible areas of concern.

Instructor will discuss strategies for solving problems related to program development and implementation of preschool recreation and physical education programs for handicapped children.

Instructor will discuss materials developed for implementing preschool recreation/physical education programs.

Instructor will provide an overview of the Preschool Recreation Enrichment Program - PREP (a program specifically designed for the development and implementation of preschool recreation/physical education programs for handicapped children.

Instructor will discuss materials which can be adapted for use in recreation/physical education programs for preschool handicapped children.

Instructor will administer the post-test to identify changes in participant's competencies and knowledge of recreation/physical education programs for preschool handicapped children.

Participant

Objective 2.1	Participants will develop an understanding of general administrative considerations for planning and implementing preschool recreation/physical education programs for handicapped children.
Assessment Task 2.1	Participants will be able to discuss general administrative concerns.
Objective 2.2	Participants will identify potential concerns and problems related to program development.
Assessment Task 2.2	Participants will be able to identify at least three (3) problems or concerns.
Objective 2.3	Participants will identify possible strategies for dealing with administrative concerns or problems related to program development.
Assessment Task 2.3	Participants will identify ways to solve problems and deal with concerns identified in Objective 2.2.
Objective 2.4	Participants will develop an awareness of available materials which could assist in program development and implementation.
Assessment Task 2.4	Participants will be able to discuss the utilization of available materials.

Objective:

2.2 Participants will identify potential concerns and problems related to program development.

2.3 Participants will identify possible strategies for dealing with administrative concerns or problems related to program development.

2.4 Participants will develop an awareness of available materials which could assist in program development and implementation.

Assessment Task(s) Criteria:

2.2 Participants will be able to identify at least three (3) problems or concerns.

2.3 Participants will identify ways to solve problems and deal with concerns identified in Objective 2.2.

2.4 Participants will be able to discuss the utilizatio of available materials.

IME	METHOD OF INSTRUCTION	CONTENT & LEARNING ACTIVITIES	RESOURCES/ INSTRUCTIONAL MATERIALS
30-60 minutes	Brainstorming/Group Participation	IV. Administrative concerns and identification of specific problems(the group will identify concerns and problems related development and implementation of programs for preschool handicapped children.	Participant
	Small group discussion	V. Strategies for problem solving (the group will discuss possible solutions to problems identified in the previous activity.	
		VI. Overview of available programs and materials for developing and implementing programs. A. Preschool Recreation Enrichment Program (PREP) B. Project Aquatics, Project Aquatics Mainstream C. Other projects and materials which require adaptation	
		VII. Conduct post-test	

AWARENESS TRAINING MODEL:

Resource and Instructional Materials

PRESCHOOL RECREATION ENRICHMENT PROGRAM (PREP) TRAINING PROJECT

AWARENESS TRAINING
COMPETENCY ASSESSMENT SURVEY

NAME: _____

AGENCY: _____

For each of the competencies listed, please indicate your prsent degree of proficiency by circling the appropriate numbers.

	Extensive Proficiency	Adequate Proficiency	Limited Proficiency	Not Proficienc
1. Knowledgeable of the values of recreation programs for handicapped preschool children.	1	2	3	4
2. Knowledgeable of the values of recreation programs for non-handicapped preschool children.	1	2	3	4
3. Knowledgeable of the need for recreation programs for handicapped preschool children.	1	2	3	4
4. Familiar with the Preschool Recreation Enrichment Program(PREP, a USOE/Bureau of Education for the Handicapped funded project.	1	2	3	4
5. Knowledgeable of the role of recreation in recent legislation effecting handicapped persons.	1	2	3	4
6. Knowledgeable of materials developed to aid recreation agencies in implementing recreation programs for handicapped preschool children.	1	2	3	4

PRESCHOOL RECREATION ENRICHMENT PROGRAM (PREP) TRAINING PROJECT

Pre-Test/Post-Test

A federally funded project of the
Maryland-National Capital Park and Planning Commission
Department of Parks and Recreation, Prince George's County, Maryland
Special Services Division

(1) PREP is the acronym for _____

T F (2) Learning is enhanced when a child is provided opportunities to experience new skills in everyday life situations.

T F (3) PREP deals only with physical education.

T F (4) Recreation/physical education materials for preschool handicapped children are available to recreation agencies and public schools.

T F (5) Training workshops on programming for preschool handicapped children are available to recreation and physical education personnel.

T F (6) Public Law 94-142 is the Education of Handicapped Children Act.

T F (7) Public Law 94-142 has no applicability to recreation or physical education.

T F (8) Public Law 94-142 offers special fund incentives for each preschool handicapped child.

T F (9) It is important to sequence the learning of motor skills at various developmental levels.

T F (10) Participation in everyday life situations accelerates learning.

AWARENESS TRAINING INVENTORY

PRESCHOOL RECREATION ENRICHMENT PROGRAM (PREP) TRAINING PROJECT

A federally funded project of the
Maryland-National Capital Park and Planning Commission
Department of Parks and Recreation, Prince George's County, Maryland

SPECIAL POPULATIONS

NAME: _____
(last) (first) (initial)

ADDRESS: _____
(street) (city) (state) (zip)

POSITION: _____

AGENCY NAME: _____

ADDRESS: _____
(street) (city) (state) (zip)

AGENCY TYPE: (check one) ( ) Park & Recreation Dept. ( ) Parks Only
( ) Recreation Only ( ) Other _____

POPULATION OF AREA AGENCY SERVES: (check one) ( ) Under 10,000 ( ) 10,000-50,000
( ) 50,000-100,000 ( ) over 100,000

(check one) ( ) Urban ( ) Suburban ( ) Rural

1. Does your agency currently have a person whose prime responsibility is programming for special populations?*

   ____ yes ____ no

2. Does your agency currently offer programs for non-handicapped preschool children?

   ____ yes ____ no

3. Does your agency currently offer preschool programs for special populations?

   ____ yes ____ no

4. Is your agency interested in implementing preschool programs for special populations?

   ____ yes ____ no ____ undecided

5. Would your agency be interested in implementing preschool programs for special populations if the Preschool Recreation Enrichment Program (PREP) materials were made available?

   ____ yes ____ no ____ possibly

* For the purpose of this questionnaire, Special Populations refers to handicapped persons.

PRESCHOOL RECREATION ENRICHMENT PROGRAM (PREP) TRAINING PROJECT

AWARENESS TRAINING
SUGGESTED AUDIENCES

- Parents of Handicapped Preschool Children
- Recreation Specialists
- Recreation Students in Local Universities
- State Directors of Special Education
- Local Politicians
- Early Childhood Educators
- Community Groups
- Adapted Physical Educators

AWARENESS TRAINING
SUGGESTED PLACES

- Recreation and Park Agencies
- State and Regional Recreation Conferences
- State and Regional Early Childhood Conferences
- PTA Meetings
- Universities
- Public Schools
- Preschool Centers

APPENDIX D

EVALUATION OF PREP TRAINING INSTITUTE

1978

PREP TRAINING INSTITUTE

COMPETENCY SURVEY EVALUATION RESULTS

A competency assessment, undertaken through a survey or participants attending the National Training Institute, was conducted to determine the effect of the training program. The Competency Survey Form found in this section was administered to all participants prior to and one month after the Training Institute. This instrument is composed of eighteen competencies identified by a panel of experts as being important for trainers of practioners.

An analysis of the data indicated that the group showed a 25% increase in proficiency on the eighteen competencies listed on the form. The row score for the group on the pretest was 540 while the score on the posttest was 720.

The following is a list of the eighteen competencies including the percentage of change from pretest to posttest.

Ability to accomodate the unique characteristics and needs of preschool children.	20%
Ability to accomodate the unique characteristics and needs of handicapped preschool children.	15%
Skill in identifying the recreation needs of preschool children.	12%
Skill in identifying the training needs of providers of recreation for preschool children	12%
Skill in developing action plans to train implementors of recreation programs for preschool children.	57%
Knowledge of recent legislation relating to handicapped children--i.e. Public Law 94-142: The Education for All Handicapped Children Act 1975, Section 504 of the Vocational Rehabilitation Act of 1973, other legislative and administrative regulations affecting recreation services for preschool handicapped children.	6%
Knowledge of organizations and agencies directly concerned with the needs of preschool children.	25%
Ability to state a rationale for providing recreation programs for preschool children.	43%
Knowledge of competency need of recreation leaders working in preschool recreation programs.	15%
Skill in planning and implementing competency based training programs for recreation leaders working in preschool programs.	17%
Skill in planning and implementing competency based awareness/orientation programs for recreation personnel, public officials and the community which addresses the value of recreation for preschool children.	22%

Skill to evaluate recreation programs for preschool children.	33%
Ability to evaluate training programs for providers of recreation services to preschool children.	13%
Knowledge of administrative consideration involved in the planning and implementation of preschool recreation programs.	15%
Knowledge of programmatic barriers involved in providing recreation programs for preschool children.	14%
Knowledge of materials developed specifically for implementing recreation programs for preschool children.	13%
Ability to utilize available resources for implementing programs for preschool children i.e., federal and state grants, private sources of funding, other resources.	10%
Ability to utilize available materials/resources for developing training programs for recreation leaders and recreation programs for preschool children.	25%

PROJECT PREP TRAINING INSTITUTE - PARTICIPANT FEEDBACK FINAL EVALUATION
22 Received

1. OBJECTIVES

1. Were the workshop objectives clear

Yes	No
21	1

2. Did they meet your needs?

Yes	No	NA	undecided
20		1	1

3. Suggested Improvements:
- more free exchange of ideas among participants
- simplify organization of research material
- should be more readily comparable to my agency [this could be done with chain of command of Parks & Planning sent out prior to the workshop)
- see centers a day earlier
- have a mini resource booklet prepared that we could use at our awareness meetings
- site visitations prior to beginning formal workshop
- let participants know objectives of program prior to conference
- emphasize some of the differences between programs for handicapped children and normal children. Deal with specific disabilities as they affect operation of programs

2. MATERIALS

1. Did materials fit the objectives? Yes (all 22 responded)
2. Can they meet your needs?

Yes	Hopefully
21	1

2. Suggested improvements:
- provide sample newsletter sent home to parents
- simplify organization of research materials
- provide materials for awareness training
- have shortened version available to give out at awareness training programs
- provide copies of revised materials to implement program

3. STAFF

1. Did staff work well as a team?

Yes	Not at all times	Undecided	Somewhat
18	1	1	2

2. Consistent or contradictory?

15 Consistent; 7 NA

3. Suggested improvements:

-lower echelon person be made aware of background of audience
-rehearse your act, I think that's all it was

Comments:
- team approach was excellent
- seemed unsure of themselves at times
- Lynn extremely good as presentor; Karen somewhat nervous unsmoothe transition between the two
- an introduction on staff members

4. CONSULTANTS

1. Did outside resource people add to the learning?

Yes	Sometimes
21	1

2. List any who did not.

- Jerry Kelly - specific enough but I had no background on subject
- Bud was marginal
- Lewis Randa a bit weak
- Lewis Randa mentioned twice again

3. Suggested improvements:

-a recreation practitioner who has had a PREP program could explain experiences in setting up a program in contrast with a demo project
-keep the overall view on preschool children
- Jerry Kelly could have been clearer
- Mr. Kelly a good speaker but not necessary

Comments:
- added greatly to workshop
- legislative session very good
- this question should be based on individual interests and needs

5. PARTICIPANTS

1. How well did the staff relate to your needs?

Comments: Receptive, always available, some not well, excellent.

Good (2); Adequately (2); Very Good (10); NA (3).

2. Did you feel a need to get better acquainted with other participants?

Yes	No	NA
11	8	1

Comments: normal amount for a workshop
no need after second day

3. Suggested improvements:
- a group dinner
- preferred more interaction about existing programs
- additional spontaneous group sharing
- more group evening activities
- need to facilitate group interaction/cohesiveness earlier
- preconference get together to meet participants (Sun. night)
- more work at developing models out of sub groups (members should have comparable positions)
- transportation to areas of interest

6. STRUCTURE

1. Was the group size and composition helpful to learning?
All 22 responded YES.

2. Were physical arrangements for group work appropriate?

YES	NA
21	1

3. Suggested improvements:
- more variety - too much sitting
- earlier visit to work programs
- more accessibility in physical set up of blackboards
- more group involvement and less lecture
- more personal time
- smokers sit at same table
- coffee available
- room cold and four to a table enough
- no chairs with backs towards speakers

7. AIDS

1. Were learning aids appropriate?

YES
22

2. Supplies adequate?

YES	NO	NA
20	1	1

3. Suggested improvements:

- have PREP brochures for PR
- not enough to take back for awareness sessions
- pages missing in notebooks

8. FACILITY

1. Problems
- sessions in same room boring
- bad shower head
- nothing open after 7 p.m.
- center needs 24 hour coffee shop; food services need improving
- too isolated - need help with transportation to local places

9. ACCOMODATIONS

1. Problems
- not enough hot water
- heat

10. FOOD AND REFRESHMENTS

1. Suggestions:
- not enough choices of restaurants, should have better list
- nothing open in building after 7 p.m.
- final get together
- center should provide a pub
- not enough places within walking distances for food
- restaurants not good for those on limited diets
- needed more information on traveling by car

11. TRAVEL

1. Suggestions:
- central location (geographically) might be considered St. Louis Co. would volunteer to provide free facility and possibly housing (Gloria Rogers)

12. FUTURE NEEDS FOR LEARNING

- can only be met by experience of practical program development
- guides help to show where my program is lacking
- participation and preparation in presenting workshops on our own
- send follow up material so we can know what is still going on
- training workshop on training others to become implementors in their agencies (train us to become consultants)
- more work in preschool area myself
- additional lists of activities to give staff who are teaching
- actually see a program run for awhile to see what needs are
- experience in grant writing
- evaluative data on programs in operation
- training personnel and personnel selection
- training in specific treatment activities
- resource information on planning, identifying skills, additional skills, awareness of needs of preschool rec programs
- would like to see stronger background in early childhood

13. TIME

1. Is pace of learning activities appropriate.

YES	NA	Somewhat
18	3	1

2. Suggested improvements:

- because of pace of activities, night activities are necessary to unwind
- be more conscious of starting sessions on time
- more condensation (4 participants remarked about eliminating duplication)
- would have liked more time to look through module in notebook which we were working on
- too much in short period of time (3)

14. METHODS

1. Which type of learning activities worked best?
- field trip (6)
- resource people
- lectures

- group interactive planning (3)
- more work with the preschool child
- small group activities (10)
- more personal participation
- active resource exchange (2)
- Media presentation (4)
- model development and critiques

2. Which encountered problems?

- back to back lectures (5)
- lecturers failed to elicit questions and discussions (2)
- length of lectures

3. Suggestions:

- more group involvement
- try to alternate between sessions (with movement) 2 (too much sitting)
- more case studies and less theory

15. ENERGY/ATTENTION

1. Were more or fewer breaks needed?

More breaks	Adequate breaks	NA
7	11	4

2. Was your energy or attention lower at certain times? When -why?

-1:30 - 3:00 after lunch (6)
-end of day (10)

- too much sitting
- need more group involvement at the end of day
- not enough stimulation following lunch
- too much to take in early morning
- sessions should be shorted
- fatigued and saturated
- speakers did not flow smoothly

16. CLIMATE

J. Was the overall climate of this workshop supportive to your learning?

YES	NA
19	1

Two of the participants felt talked down to at times; one said at times felt material was over her head and questioned selection of participants.

PART II - GROUP OBSERVATIONS

1. Did group seem to favor certain attitudes or behaviors over others? Did this cause problems?

Aside from the normal resistance to new ideas, I thought the groups worked well in the brainstorming and other workshop sessions.

One assigned group leader seemed to impose ideas too heavily on participants.

Occasionally, where facilitator had a strong point he wanted to carry out, did not reflect real view of group.

Each participant saw the problem in terms of the level of his position.

2. In getting its work done, did group overlook individual feelings or contributions? Did group attention to individual concerns keep it from accomplishing its task?

At times I felt that others felt that their way was the only way.

Some facilitators tend to use their views rather than develop and direct participants.

Yes, jargon sometimes took the place of logical thought. Consequently, those with the best command of jargon assumed prime responsibility for formation of group position.

3. Did members share effectively in group workload? Did certain members do all the work, or always do same work.

As in all groups, there appeared to be certain leaders and some appeared not to make much of a contribution.

Some people did not get involved in the group assignments. I attribute this mostly to the fact that they were unsure of themselves.

4. Did group develop its own leadership. Was leadership too authoritarian too loose, or appropriate.

Appropriate	NA
19	1

Other:
Group developed its own leadership which was at times appropriate and sometimes not depending on whether the leader's home position intersected with the problem at hand.

Perhaps group leadership should have been rotated.

5. Did the behavior of certain individuals block group learning?

NO	NA
20	1

Other:
In some instances, a tendency on the part of those with longer service in the field to assume that everyone shared assumptions gathered during that service.

6. Did the group have trouble in reaching decisions?

NO
16

Other:
Only to the extent that subjects were too comprehensive to be covered in the allotted time.

Sometimes, all were not on same wavelength.

Yes, but instructors were effective in assisting.

Minimal amount.

If anything, they reached them a little too easily.

Only once - our group had difficulty understanding what we were supposed to do.

7. Were there problems in the degree of cooperation/competition between groups?

NO
21

Other:
Maybe occasionally - perfectly normal.

8. Others

Next year let us know early about the date, so we will have the time to call our friends and come in early.

No smoking in conference room.

It was mentioned that it is limiting for each group member to take an assigned role.

City of Albuquerque
P.O. BOX 1293 ALBUQUERQUE, NEW MEXICO 87103

February 24, 1978

Ms. Karen Littman, Project Director
Project PREP
Maryland-National Capital
Park and Planning Commission
6600 Kenilworth Avenue
Riverdale, Maryland 20840

Dear Karen:

I want to take this opportunity to thank you for a very educational institute. The extensive planning was reflected by the fine materials we received, and I am anxious to begin training and implementation of those materials. I must extend a special thanks for the hospitality shown me, as my flight out of Baltimore was cancelled due to weather conditions.

As you may recall, I was not present at the discussion of funding sources. I would sincerely appreciate any notes or minutes you have on that session, as I am sure you understand its significance to my agency in attemping to establish a program or training services.

Again, thanks for an excellent institute. I enjoyed the work; it was quite a change from the conferences I am used to attending. My compliments on a job well done.

I look forward to seeing you again next year. Good luck between now and then.

Respectfully,

John N McGovern

John N. McGovern
Supervisor, Therapeutic
Recreation Programs

JM:rgl

City of Albuquerque

PARKS AND RECREATION DEPARTMENT
1801 4th STREET, N.W. ALBUQUERQUE, NEW MEXICO 87102
(505) 766-7427

October 3, 1978

Ms. Karen Littman, Director
Project PREP
Landover Mall
South Office Building, Suite 10A
Landover, MD 20785

Dear Karen:

In response to your request, what follows is a breakdown of the approach we are using in Albuquerque to implement recreation programs for preschool aged handicapped youth. While Project PREP was primarily oriented towards awareness training as a first step, our approach has focused upon implementation of activities and awareness training.

My first step upon returning from the PREP Training Institute was to begin focusing upon whether or not there was a need for recreation for preschool aged handicapped youth in Albuquerque. While not using a formal needs assessment tool, I did ascertain that there was a need for services, as expressed by parents, and a desire for assistance from those currently providing educational services.

After determining the interest, the next step was to investigate possible funding sources. My TR program was awarded a Title XX grant, which created some salary savings. Those savings enabled us to establish a format for implementation: pilot programs.

The need established and funding available, we now proceeded to isolate the populations to be served. After several interdepartmental meetings, and meetings with preschool operators, we decided to establish one program with the Peanut Butter and Jelly Preschool and one with the Albuquerque Special Preschool. We chose PB&J because of their heavy involvement with parental training, and Albuquerque Special because of their unique population of almost 100 percent mentally retarded youth. (See the attachments for specifics regarding arrangements with both organizations.)

Throughout this process, I had been training my staff as implementers/trainers. Once they were prepared, we met with the staff and parents at our first pilot program, PB&J. At that meeting, we determined which activities they were most interested in seeing, as I did not feel that we could provide a program for all the PREP motor, language, and social skills.

The program itself went well. There were some non-programmatic complications, but these were overcome. (See attachments for specifics regarding program content.) The program began June 21 and ended August 3. Our PREP materials were left with the PB&J staff to enable them to carry on the program, as they had been trained by our staff during the program.

Our second pilot program with Albuquerque Special Preschool began today, October 2. The program format is essentially the same: meet with school staff to determine desired skills; prepare program materials; train ASP staff during our program. With this second program we will also train ASP staff and leave materials behind to ensure that the school can carry on with the program after our staff leave. This program will last eight weeks.

Conclusion

Our rationale in providing two pilot programs is that we hope to convince current providers of the benefit of offering activities similar to Project PREP. Both schools are well known and respected in the Albuquerque area, and as part of our awareness training, we are convincing the service providers that we have a product they want. The City of Albuquerque has been examining the feasibility of providing services for preschool aged handicapped youth for some time now, and these programs tie in well with our studies.

Project PREP was most helpful in that it provided a focus for our programs (motor, language, social skills) and offered a format for implementation which to date has been successful. The City of Albuquerque will continue to implement the activities and will continue to utilize the Project PREP materials.

Sincerely,

John N McGovern

John N. McGovern, Supervisor
Therapeutic Recreation Programs

JM:rgl

Enclosure

MEMPHIS RECREATION DEPARTMENT
A LEISURE SERVICE OF THE MEMPHIS PARK COMMISSION
Administrative Office
2599 AVERY AVENUE
MEMPHIS, TN 38112
(901) 454-5753

February 22, 1979

Ms. Lin Leslie
Project "Prep"
Project Coordinator
6600 Kenilworth Avenue
Riverdale, Maryland 20840

Dear Lin:

Just a short note of appreciation to you, Karen, and Anne for inviting me to attend the best organized and most informative workshop I have ever attended.

I know the Institute will serve as a stimulus for both handicapped and non-handicapped pre-school programs throughout the country. You have provided the springboard, it is up to us to take the dive.

I look forward to meeting again next year. I am sure it will be well worth my time.

Sincerely,

Glen A. Campbell
Assistant Superintendent

GAC/ib

P.S. Sorry I apologize for my performance during one of the training sessions.

GAC

MAINE – NILES
ASSOCIATION OF SPECIAL RECREATION

Providing Leisure Opportunities for Special Populations

ichael J. Muldoon
Executive Director

9440 Kenton Avenue
Skokie, Illinois 60076
(312) 674-5512

October 6, 1978

Ms. Lin Leslie
Suite 10A
South Administration Bldg.
Landover Mall
Landover, Maryland 20785

Dear Lin,

I just thought I'd drop you a note to update you on our progress with PREP. As you probably know, Cathy Boyer and myself are doing an Awareness Training Session at the Illinois State Recreation Conference in November for approximately 40 people. In December I will be training representatives from 17 agencies to go back and implement PREP in their own agencies.

PREP is currently and successfully being run in our agency. This Fall we will have three different Early Childhood programs going on which will be following PREP. We have had to make some modifications and changes in the PREP materials, but the instances are few.

I understand you have PREP materials available at cost, and would like to know what the fee is for my December presentation, and exactly what is available. If you can let me know some time in the next month, I would really appreciate it.

I hope all is going well with you and Karen.

Sincerely,

Judy Jacobson

Judy Jacobson

STATE OF NEW HAMPSHIRE
DEPARTMENT of RESOURCES and ECONOMIC DEVELOPMENT
Division of Parks and Recreation
OFFICE OF RECREATION SERVICES
Box 856 State House Annex Concord, N.H. 03301
603-271-3627

July 18, 1978

Karen Littman, Director
Lin Leslie, Coordinator
Preschool Recreation Enrichment Program
Landover Mall
South Office Building, Suite 10A
Landover, Maryland 20785

Dear Karen, Lin and Sid:

Please excuse my lateness in responding to your survey on the evaluation of the PREP materials. As I believed I had submitted an evaluation copy at the training workshop this winter, I failed to submit a second copy thinking it would have been counted twice. Perhaps I am in error or possibly I did not submit a form at the workshop, so I am enclosing another as per your request.

Secondly, I was delighted to receive your updated follow-up a few days later on the Project PREP materials. I am sorry to say I have been slow in getting off the ground on my Action Plan, but I am working on it. We are planning to host the first New Hampshire Governor's Conference on Recreation and the Handicapped early this fall. I plan to include PREP as part of the program at the afternoon workshop on Community Recreation and the Handicapped. In order to carry this presentation off successfully so there is a stronger chance that some New Hampshire communities will incorporate it in their Pre-School Program or begin a pre-school program, I need your assistance. If at all possible could you please aid me in the following ways:

A. Loan me your PREP-1-Screen Side Tape Show for the Conference and/or loan me the slide tape show now so that the N. H. Recreation and Park Society can have it copied at their own expense to make it part of our permanent slide tape library. It is imperative that we have this available on a regular basis if we are to conduct successful workshops.

B. Lend me any overhead projector transparencies that you have developed that would assist me in better demonstrating and selling the PREP program. Again we can have these copied at our expense, if we can borrow them from you now.

C. Provide me with a supply of your current Newsletter and Prep Brochure and Physical Activities Report (50 to 75 copies).

D. Give me permission to take excerpts from the PREP manual to prepare my own PREP mini manual to distribute at this conference and future professional meetings.

E. Let me know when, where and how and for how much ($) conference attendees may acquire the completed "PROJECT PREP" Manual and other resource materials so they may implement the program in their own departments.

F. Do you currently know of any agencies or departments here in New England that are using the Project PREP program? If so, I would like to obtain their names and addresses as a local resource person and possible supplemental speaker.

I believe that once we have our own slide presentation, mini manual kit, and other resource materials we can do an outstanding job of spreading the word here in New England.

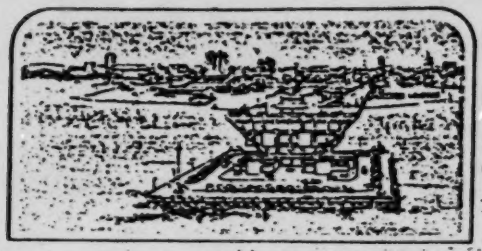
I look forward to hearing from you at your earliest convenience. Our Governor's Conference is scheduled for the early fall. Please keep me posted on any new resource materials, etc.

Sincerely,

Charles W. Christy, Director
Community Recreation

CWC:pf

cc: Sid



CITY
OF
ST. PETERSBURG
THE SUNSHINE CITY

25 July 1978

Project PREP
Suite 10A
Landover Mall
South Office Building
Landover, Maryland 20785

Dear Project PREP Staff:

Enclosed I am returning the Post-Conference Information Form which I have completed. At this time St. Petersburg is not offering any Pre-School Recreation Programs at all. In September I will be meeting with our Pre-School instructors for last year and going over the PREP materials with them. We will choose one of centers and attempt to use the PREP model.

I would like to find out more on how I may use one of the slide shows, perhaps the third week in September. If I may use them, I will have an Awareness Training session at one of our Supervisors meetings, show it to at least one Parent Group, and possibly City Council. Just to show them what we could be doing. It would be most helpful to use for the staff training sessions since this will be new to them and ultimately they would be running the program with me referring the children to our program.

If possible please let me know before August 23rd about the availability of the Slide Presentation.

Thank you.

Sincerely,

Lauren J. Elias

Lauren J. Elias
Special Populations Coordinator
Recreation Division
Department of Leisure Services

COUNCIL-MANAGER GOVERNMENT • R. E. HARBAUGH, CITY MANAGER
P.O. BOX 2842 • ST. PETERSBURG, FLORIDA 33731 • (813) 893-7171

APPENDIX E

SUMMARY RESULTS

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL POPULATIONS DIVISION

PREP TRAINING INSTITUTE

February 13-17, 1978

COMPILATION OF DATA FROM MODULE EVALUATIONS AS INDICATED BY PARTICIPANTS AT THE PREP TRAINING INSTITUTE

Module	poor	fair	good	very good
: Target Populations	0%	0%	43%	48%
: Legislation	0	0	50	50
4: Administrative Concerns	0	14	38	48
5: Program Planning	0	9.5	57	33.5
: Competency Based Programs	0	20	70	10
: Awareness Training	0	5	19	76
8: Pre-Service, In-Service Training	0	10	45	45
9: Onsite Observations	0	0	0	100
: Action Planning	0	0	100	0
1: Funding	0	0	44.5	55.5
: Facilitating Change	0	12	70.5	17.5

N=28

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL POPULATIONS

PROJECT PREP TRAINING INSTITUTE
February 13-17, 1978

PARTICIPANT COMMENTS

MODULE 2 - Target Populations

Roni Block was excellent.

MODULE 3 - Legislation

Speakers were informative and interesting.

Session was very thorough.

MODULE 4 - Administrative Concerns

More time was needed for problem solving.

Speakers were good, informative, and knowledgeable.

Audience participation was excellent.

More time was needed for exploring solutions.

MODULE 5 - PROGRAM Planning

Program planning was very practical.

MODULE 6 - Competency Based Programs

Discussion of the implementation of competency based training programs would have been valuable.

Speaker condensed and presented topic beautifully.

MODULE 7 - Awareness Training

Very beneficial session.

Accomplished purpose of session quite well.

Very good.

Excellent tool.

Very appropriate to need.

MODULE 8 - Preservice - Inservice

Audience participation was excellent, enjoyable.

Good, practical information.

MODULE 9 - Onsite

Helpful, good set up

Marlow setting had a cooperative group of children.

MODULE 10 - Action Planning

Excellent, outstanding speaker

Very detailed and specific; thoroughly enjoyed session.

MODULE 11 - Funding

Extremely appropriate and helpful; very good information.

MODULE 12 - Organizational Change

Good ending.

Hand-out extremely helpful, practical.

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL POPULATIONS

PROJECT PREP TRAINING INSTITUTE
February 13-17, 1978

PARTICIPANT COMMENTS

MODULE 2 - TARGET POPULATIONS

1. Play demonstration not needed.
2. Good film; good interesting speaker.
3. Needed more information on staff; excellent information on children.
4. Audio visual aids unnecessary.
5. Roni Block was excellent.
6. Desired example of successful programs.
7. More information on training staff.

MODULE 3 - LEGISLATION

1. Speakers were informative and interesting.
2. Needed more "concrete" materials; application of 504 regulations and resistance of any court cases for handicapped.
3. Needed information on "how to" establish a legislative network at home society.
4. Historical perspective was uninteresting.
5. Needed information on contact people, specific resources (statewide), funding resources at home sites.
6. Needed more background information. Needed basics.
7. Session was "dry".
8. Session was very thorough.
9. More focus on educator's concept of recreation
10. Lengthy, but beneficial.

PARTICIPANT COMMENTS

MODULE 4 - ADMINISTRATIVE CONCERNS

1. Approach was possibly ineffective.
2. More time was needed for problem-solving.
3. Information on specific funding sources, grants, etc.; solutions were good, but vague.
4. Good, informative, knowledgeable speakers.
5. Audience participation was excellent.
6. More time was needed for exploring solutions.
7. Summarize and hand out materials covered in session.
8. Felt more "qualified" presenters were needed.

MODULE 5 - PROGRAM PLANNING

1. Program Planning was very practical.
2. Discussion was cut off.
3. Approach of "Life Experience" speaker was regarded as condescending.
4. Felt "Life Experience" speaker was unnecessary.
5. Needed more visible and accessible materials.
6. Ideas of "Life Experience" were not completely understood.
7. Felt that approaches to planning were getting more concrete than all the theatrical preceding.
8. Felt a need for people to speak who were from Early Childhood background.
9. More concrete information.

MODULE 6 - COMPETENCY BASED PROGRAMS

1. Discussion of the implementation of competency based training programs would have been valuable.
2. List of resources where they can go for competency based information.
3. Speaker condensed and presented topic beautifully.

MODULE 7 - AWARENESS TRAINING

1. Very beneficial Session.
2. Accomplished purpose of session quite well.
3. Very good
4. Excellent tool.
5. Very appropriate to need.
6. Prepared models depend very much upon particular situations.
7. Groups should have been broken up so they were relevant to level of operation.

MODULE 8 - PRESERVICE - INSERVICE

1. Possible visuals of inservice training.
2. Audience participation was excellent, enjoyable.
3. Good practical information.
4. Needed more on problems encountered.

MODULE 9 - ONSITE

1. D.C. setting rather intensive.
2. Helpful, good set up.
3. Marlow setting had a cooperative group of children, add in some behavior problems to see how they're handled.(*It couldn't be helped, the "problem kids" didn't come that day.)
4. Good seeing the project implemented.
5. Will run center; staff knew what they were doing, kids knew what to do as a result; atmosphere of fun, yet learning accomplished.
6. Excellent leader.
7. Examples of newsletters desired.
8. Clearer explanation of "Life Experience" philosophy in actual preschool program.

MODULE 10 - ACTION PLANNING

1. Could have been done in conjunction with another module.
2. More specific information desired--application for grants.
3. Excellent, outstanding speaker.
4. Do this module earlier, when energy levels are higher.
5. Very detailed and specific, thoroughly enjoyed session.

MODULE 11 - FUNDING

1. Extremely appropriate and helpful; very good information.
2. Desired specific examples of grants received.
3. Desired specific examples of programs now in operation where and how they obtained funding.

MODULE 12 - ORGANIZATIONAL CHANGE

1. Good ending.
2. Representative case study.
3. Question the relevance; should not have been closing session. Dry, uninteresting.
4. Hand-out exceptionaly helpful and practical.

APPENDIX F

EVALUATION OF PREP TRAINING INSTITUTE

1979

PREP INSTITUTE EVALUATION REPORT

Introduction

The purpose of the PREP Institute, held February 12 - 16, 1979, at the Adult Education Center of the University of Maryland, at College Park, was to provide new insights in identifying principles, problems and alternatives to training personnel responsible for implementing recreation programs serving preschool handicapped children, and to provide participants with information for assisting recreation agencies in developing or improving services for these children. In order to reach these goals, the Institute sought to teach the fifteen participants, selected from various interested recreation agencies across the country, to conduct training workshops for implementors of preschool recreation programs utilizing Project PREP training materials, specifically the Implementor Training Guide. The focus of the week-long Institute was a format based on learning activities to allow for experiential learning emphasizing group dynamics and their effect on training groups, while providing direct experience in designing and implementing training programs using specific PREP training materials.

Pre-workshop Activities

Prior to attenting the Institute, participants (hereafter referred to as "trainees") were asked to review both the PREP Manual and the PREP Implementation and Resource Guide and to

complete questionnaires on the content of the Institute, the competencies needed by both trainers and implementors of the PREP program, and on personal pre-conference competencies. These questionnaires were used by the Institute facilitators to insure that the needs of individual trainees were addressed and met to the maximum extent possible. In addition, copies of a summary on competency based instruction, the PREP Awareness Training Model, and the PREP Implementor Training Guide were provided for the trainees to review before attending the workshop.

Trainee Groups

The fifteen trainees selected to attend the PREP Institute represented three distinct groups. For purposes of workshop evaluation, each of the three groups completed a different color evaluation form. The "white" group was comprised of individuals who had attended the PREP Institute held in 1978. Members of this group had had previous experience in using the PREP materials, and most had had direct experience in implementing programs based on the PREP Model. The "blue" group was made up of persons who, although they had not attended the first PREP Institute, had familiarized themselves with the PREP materials, without, however, having had direct experience in implementing programs based on the PREP Model. The third group, the "pink" group was comprised of individuals who have been directly involved in implementing programs based on the PREP Model, and who had review PREP materials, but who had not attended the first PREP Institute held in 1978.

Evaluation Forms

In order to assess the effect of the PREP Institute on the trainees, and in order to determine the extent to which the stated objectives of the workshop were met, various evaluation forms were used. (See Appendix A)

Daily Evaluation Form

This form, completed at the end of each day's activities, focused on the content, presentation and effect of the information and learning activities presented during the day. Part I consisted of nine general questions, answered on a rating scale which ranged from "Yes, very much" (1) to "No, not at all" (6). In Part II, the trainees were asked to indicate the extent to which the stated objectives for each day's activities were met, again using a six-point scale ranging from "Met" (1) to "Not Met" (6). A space for comments on specific strengths, weaknesses and areas in need of improvement was also provided.

Facilitator Evaluation Form

A daily Facilitator Evaluation Form was used to insure that the facilitators at the Institute were actively involved in the workshop evaluation, and to insure that their needs as well as the needs of the trainees were being met. Again, nine general questions were asked. These focused on the presentation of information and learning activities, the trainees receptivity to them, and the ability of the facilitators (as a group) to meet the needs of trainees. The facilitators were also asked to rate the extent to which the day's objectives

were met, and to comment on specific strengths, weaknesses and areas in need of improvement.

Trainer Evaluation Form

On Day 4, a mini-training session was presented by the trainees at the Institute for a group of individuals currently involved in the implementation of programs based on the PREP Model. The trainees at the Institute were divided into two groups, each responsible for one-half of the mini-training session presentation. In order to aid in the evaluation of this mini-session, Trainer Evaluation Forms were used. Fifteen questions, focusing on specific aspects of organization, presentation, and logistics of the sessions were asked. Answers ranged from "Yes" (1) to "No" (4). Identical forms were used twice: first, as an evaluation of the trainees' own group presentation; secondly, as an evaluation of the other group's presentation.

Participant Feedback Form

In order to determine the effect of the mini-training session conducted on Day 4, Participant Feedback Forms were completed by those receiving training at the mini-session. The effectiveness of the sessions, and of the trainers themselves were rated on a four-point scale (Excellent, Very Good, Fair, Poor), and a series of additional questions were asked.

Final Evaluation Form

To assess the overall effectiveness of the PREP Institute in enabling the trainees to improve their abilities in planning and conducting training sessions for implementors of PREP

programs, a Final Evaluation Form was administered on Day 5. Specific questions were asked on the materials used, and the importance of having attended the workshop. The overall Institute format and presentation of information were also rated. Finally, a series of open-ended questions designed to pinpoint both strengths and weaknesses were asked.

Workshop Format

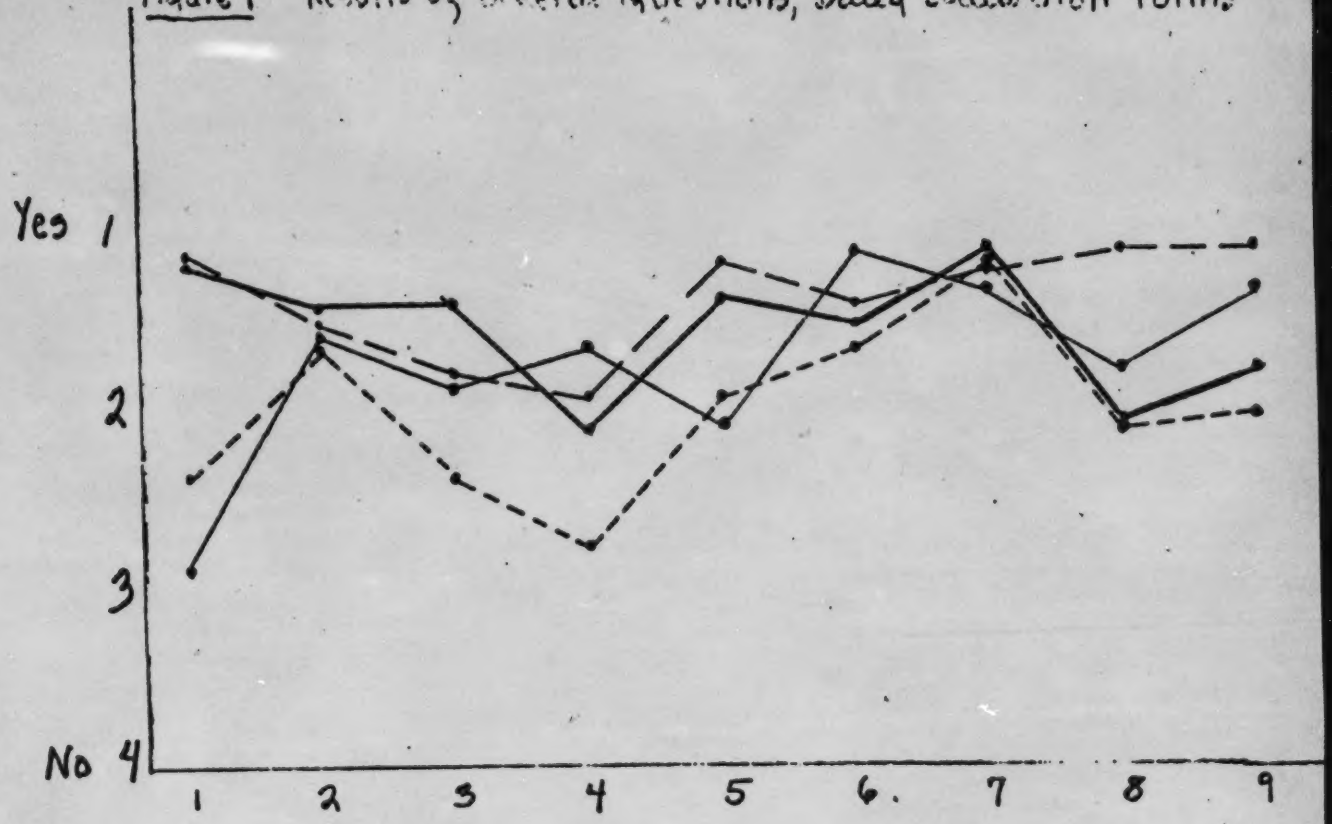
An effort was made to vary the types of activites used to present information throughout the PREP Institute. The types of activities utilized were based on the stated objectives set forth each day. Trainees were advised of the objectives for each morning and afternoon session, and a schedule of sessions was presented at the first morning session to provide cohesion of activities throughout the week-long workshop. The presentation of information was facilitated by the use of both small and large group activities and discussion, and a wise use of learning time was made through the utilization of both active and passive learning experiences. A schedule of the PREP Institute sessions is provided in Appendix B.

Evaluation Results: Daily Evaluation Forms

Daily evaluation forms were completed at the close of the first four days of the PREP Institute. As described above, evaluation forms were color-coded, with those completing "white" forms having attended the 1978 PREP Institute, those completing "pink" forms having implemented programs based on the PREP Model, but not having attended the previous Institute, and those completing "blue" forms having reviewed Volumes I and II of the PREP Materials, but not having implemented PREP programs. The summarization of Daily Evaluation Forms which follows is based on the responses of the total trainee group. Where specific, important differences between color-coded groups occured, these differences are indicated. Graphic representation of the results of general questions on the effectiveness, organization and presentation of each day's activities can be seen in Figure 1.

Overall, the trainees felt that Days 3 and 4, during which a mini-training session for actual implementors of PREP programs was planned and conducted, were the most effective in improving their ability to train implementors of the PREP program (question 1), and that these learning activities were the most effective in reinforcing the information presented at the Istitute (question 5). The respondents indicated that the activities presented each day were well organized (question 2) and that there was a sufficient number of facilitators available for assistance each day (question 7). There was also agreement that the facilitators were well informed on

Figure 1 Results of Several Questions, Daily Evaluation Forms



Day 1 ——
Day 2 - - - -
Day 3 — — —
Day 4 ═══

the information presented at the Institute (question 6). In answer to question 3, trainees indicated that the information was presented in a very interesting manner on Day 4 (the day the mini-training session was conducted) and was presented in a less interesting way on Day 2 (primarily lecture and discussion). The information was easiest to understand on Day 1 (overview of group processes and presentation styles) and was most difficult to understand on Day 2 (assessment and evaluation criteria) (question 4). Finally, respondents indicated that Day 3 allotted enough time for the learning activities presented and for questions and discussion, while Day 2 seemed not to allow enough time (questions 8 and 9).

In analyzing the Daily Evaluation Forms completed on Day 1, it would seem that the trainees were pleased with the overall organization and presentation of the day's activities, but felt that some of the specific learning activites (such as the "Fishbowl" and "Charades") could have been improved. In answer to the general questions, the trainees indicated that they did feel that the facilitators were well informed, that there were enough facilitators for assistance, and that there was sufficient time for questions and discussion, but that the learning activities did not always reinforce the information presented, and that their ability to train implementors of PREP programs was not greatly improved. The respondents stated that Day 1's activities were most effective in meeting the objectives of providing the trainees with an understanding of the PREP Model and process, and the ability to recognize and name various presentation styles, while they were least effective in familiarizing the trainees with the contents

of the PREP Implementor Training Guide. Differences between the three color-coded groups were slight, as shown in Figure 2. Those who had attended the 1978 PREP Institute indicated that they thought that the activities were less organized than the other two groups; and those in the "blue" group -- who were familiar with the materials but who had never implemented a PREP program -- stated that more time was needed for the learning activities.

Daily Evaluation Forms collected the second day revealed that, again, there were enough facilitators available for assistance, that the activities were well organized and that the facilitators were well informed. However, while the trainees did indicate that their ability to train PREP implementors was improved somewhat more than on Day 1, the information was presented in a somewhat less interesting manner, and that the information was less easy to understand. Overall, it appears that the "blue" group had the most positive impressions of the day's activities (see Figure 3). They rated the interest level of the presentation of material and its ease of understanding higher than the other two groups, both of whom had had direct program experience. Those in the "white" group indicated that more time was needed for the day's learning activities. In response to questions asking which of the day's stated objectives were best met, trainees indicated that they had reached an understanding of why assessment is important in determining the training needs of a group, and that they understood the definition of "assessment" and

Figure 2 Day 1 Evaluations - Differences by color

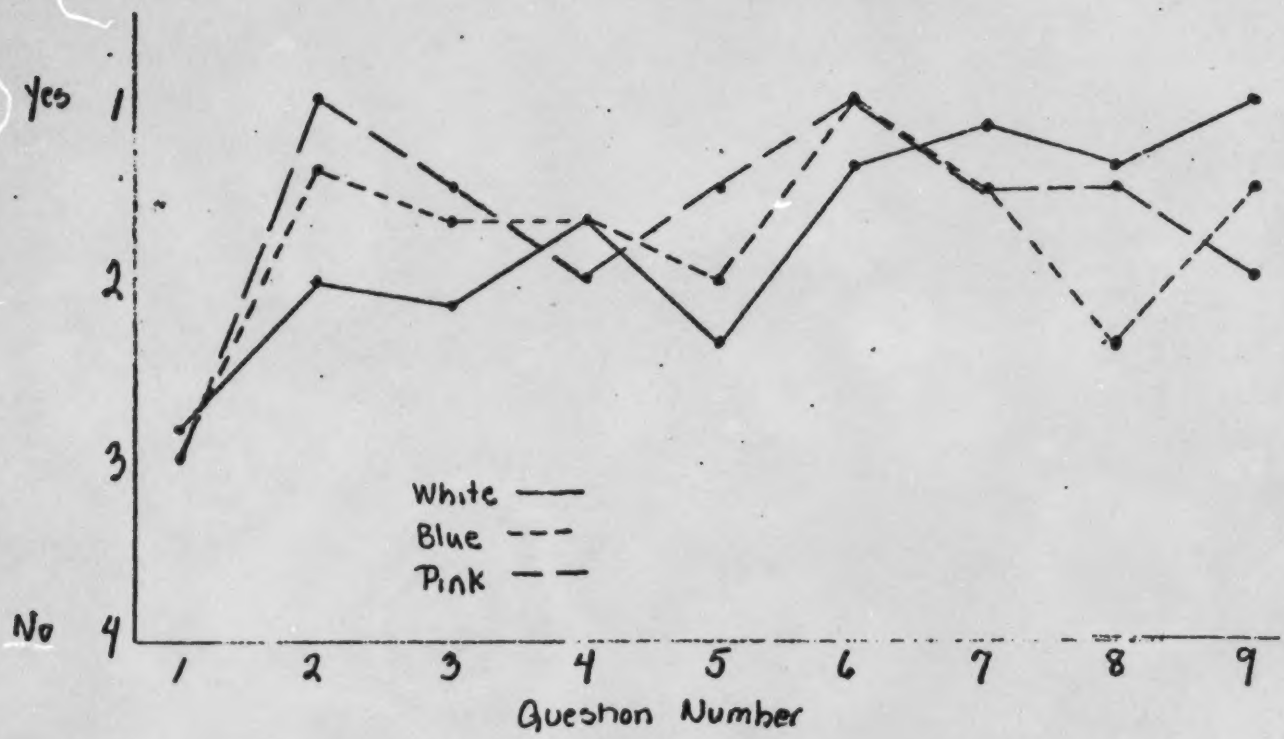
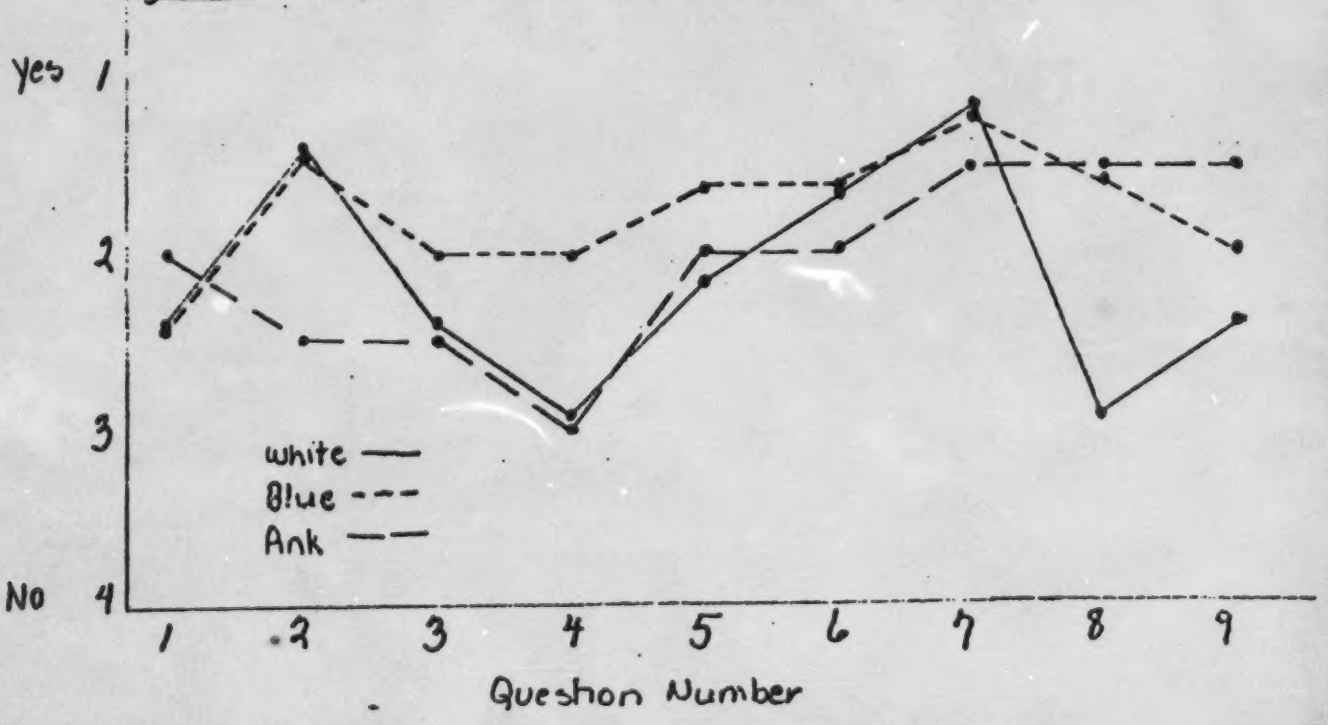


Figure 3 Day 2 Evaluations - Differences by color



its function as a process for identifying the needs of trainees. There was agreement that the objective least met was the ability to design evaluation criteria for a learning activity.

Comments indicated that the clarity of instruction, use of small groups, and the use of learning activities to reinforce the stated objectives were strongpoints of the day's activities. However, the trainees indicated that Day 2 was very long and found it somewhat straining. Respondents felt that more work was needed on establishing evaluation criteria and that more time could have been spent on defining specific learning activities on assessment for use with participants. The comment was made by members of the "white" group that having attended the 1978 PREP Institute was helpful in preparing for this session.

Analysis of Day 3's Daily Evaluation Forms shows that the trainees felt that the activities (planning an actual training session) greatly improved their ability to train implementors, that there was enough time for the learning activities, and that there was enough time for questions and discussion. Questions 3 and 4 (on the interest level and ease of understanding of the information) received the lowest overall ratings, however, even these were "high" in relation to their ratings on Days 1 and 2. The only real differences in the color-coded groups were on these two questions: the "blue" group seemed the least satisfied with the information presented. (Figure 4)

The majority (80%) of the trainees felt that the one stated objective, to plan a training event for implementors of preschool programs using the PREP Implementor Training Model, was completely met (a "1" rating), while the remaining 20%

Figure 4 Day 3 Evaluations - Differences by Color

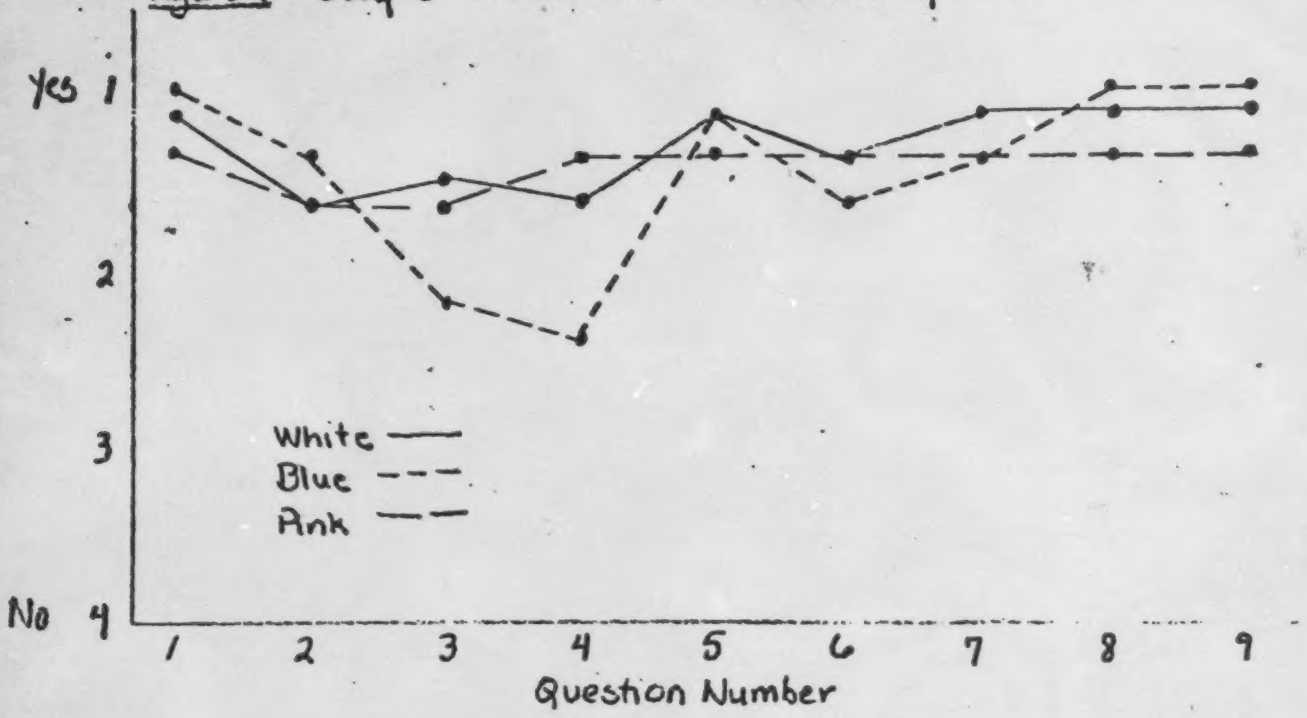
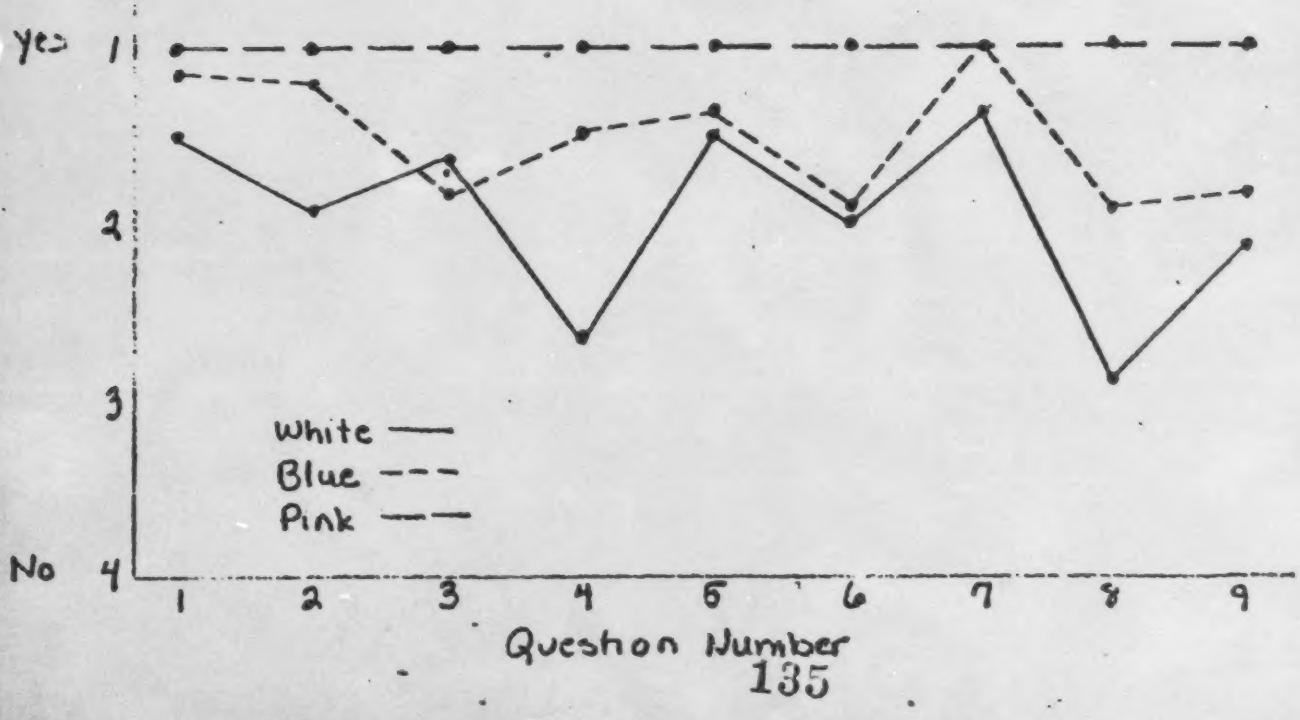


Figure 5 Day 4 Evaluations - Differences by color



gave it a "2" rating. Comments indicated that the day's activities proved to be an excellent learning activity for conducting training sessions.

In summarizing data from the evaluation forms collected on Day 4, it was found that the trainees felt that there were sufficient facilitators available to provide the necessary assistance, and that their ability to train implementors of the PREP program had been substanitally improved. At the same time, respondents indicated that there was a need for more time for the learning activity. It was also felt that the information presented was not as easy to understand as on Days 1 and 3. As shown in Figure 5, members of the "pink" group were extremely positive in their rating of the day's activities. The "blue" group, while not as positive as the "pink" group, seemed to express satisfaction with the mini-training session. The "white" group indicated that there was a need for more time, and that the information was not particularly easy to understand, but that the information was presented in an interesting manner and was reinforced by the learning activities.

The trainees indicated that both of the stated objectives of Day 4 -- planning and conducting a training sessions for persons currently implementing preschool recreation programs based on the PREP model, -- were well met, but that the planning objective was met a bit more fully than the implementation objective. Comments showed that the experiential approach was viewed as extremely beneficial in learning the difficulties

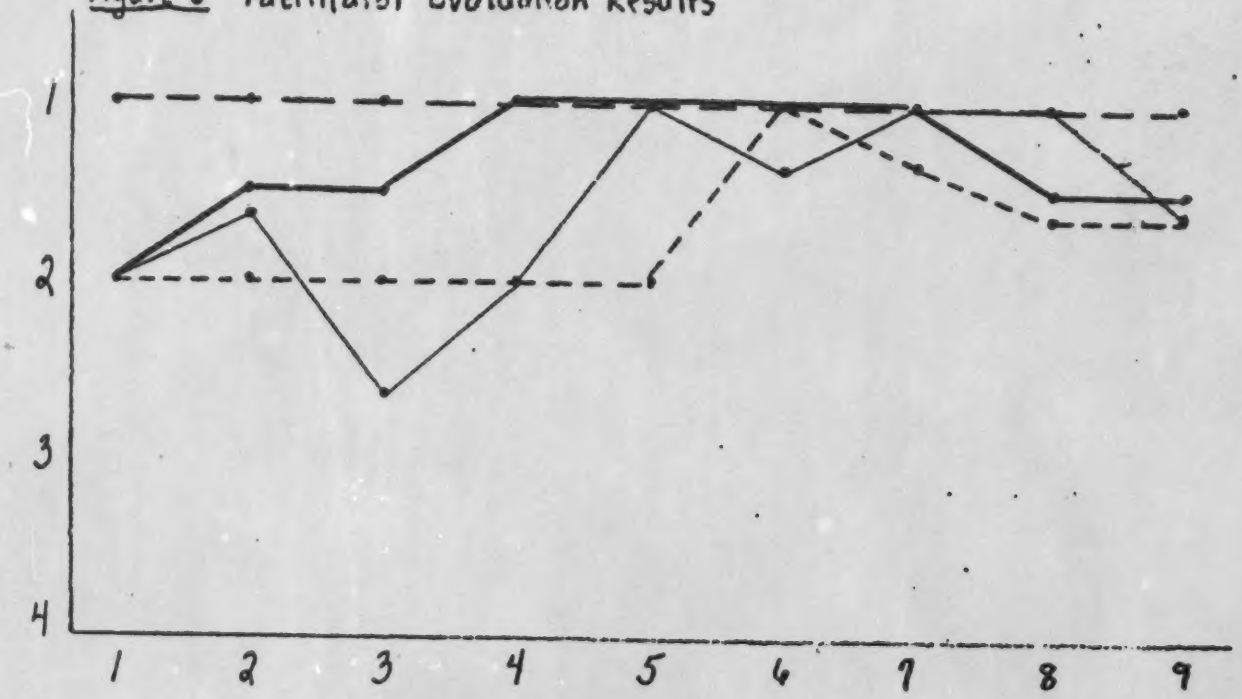
of actually conducting a training session, and that it provided an excellent opportunity for "learning what not to do". In addition, the mini-training session provided the trainees with practice in identifying the strengths and weaknesses of the individuals being trained. The two weaknesses identified by the respondents included the fact that inclement weather meant that only one group of participants received training at the mini-session, and that more time was provided for planning during the morning than was actually necessary.

Evaluation Results: Facilitator Evaluation Forms

On the whole, the results of facilitator evaluation forms completed at the close of each day's activities showed that those presenting the actities and information were aware of the needs and receptivity of those attending the PREP Institute. On Days 1 and 2, there were three facilitators, two on Days 3 and 4.

Facilitators were extremely positive in their ratings of Day 3 -- both as to trainee receptivity and to their own performance in presenting the sessions (see Figure 6). This high rating corresponds with that of the trainees completing Daily Evaluation Forms on Day 3. In addition, the reception of the learning activities by the trainees, time allotments for learning activities and for questions and discussion, an the facilitators' abilities to answer questions received the highest possible ratings on Day 4 as well. On Day 1, the facilitators reported that they were able to answer questions

Figure 6 Facilitator Evaluation Results



posed by the trainees, and to deal with all problems which arose.

In their evaluation of the workshop, the facilitators expressed some dissatisfaction with Day 2. They indicated that more time should have been allowed for the learning activities, that the chosen activities did not always reinforce the information presented, to the desired extent, that the trainees' receptivitiy to the sessions could have been improved, and that there was a tendency for the activities not to follow according to plan (also evidenced on Days 1 and 4). The facilitator's observations that a lot of material was presented, resulting in a very long day echoed those of the trainees. Evaluation of the learning activities presented on Day 1 showed that the chosen activities did not reinforce the information presented that day as much as had been expected. This same comments was made by the trainees in their evaluation of Day 1.

Evaluation Results: Trainer Evaluation Form

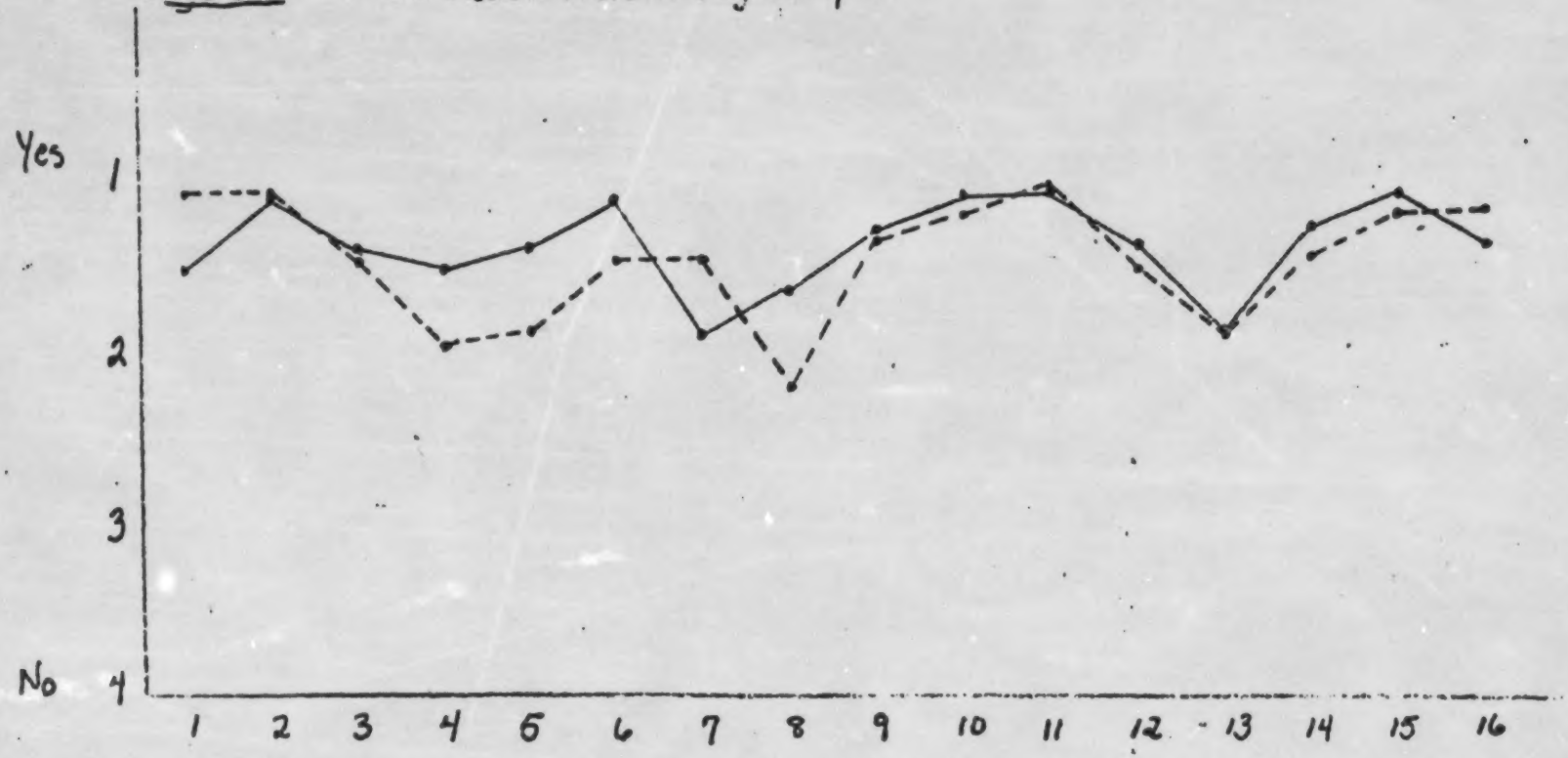
On Day 4, a mini-training session was conducted, with the trainees at the PREP Institute providing a short training workshop for individuals currently implementing preschool recreation programs based on the PREP Model. The mini-sessions focused on assessment and planning using PREP materials -- two training needs of those receiving training identified through the use of pre-workshop competency surveys. The trainees at the Institute were devided into two groups: Group

B presented the first session, focusing on assessment; Group A followed with information on both long- and short term program planning. The same evaluation form was completed twice by each trainee: once as an evaluation of the presentation made by their own group, once for the presentation by the other group.

In analyzing the Trainer Evaluation Forms, Figures 7 and 8 show that, on the whole, self-evaluation tended to be less positive than the evaluation of the other group's performance, especially in Group B (while Group A rated B's presentation highly in almost every catagory). Both groups seemed to feel that the other group was able to use learning activities which lead to the participants' mastery of the stated objectives, but were more critical of there own performance. Results indicated that Group A could have restructured their use of available time, and that Group B felt that A could have restructured the learning environment in a more suitable way.

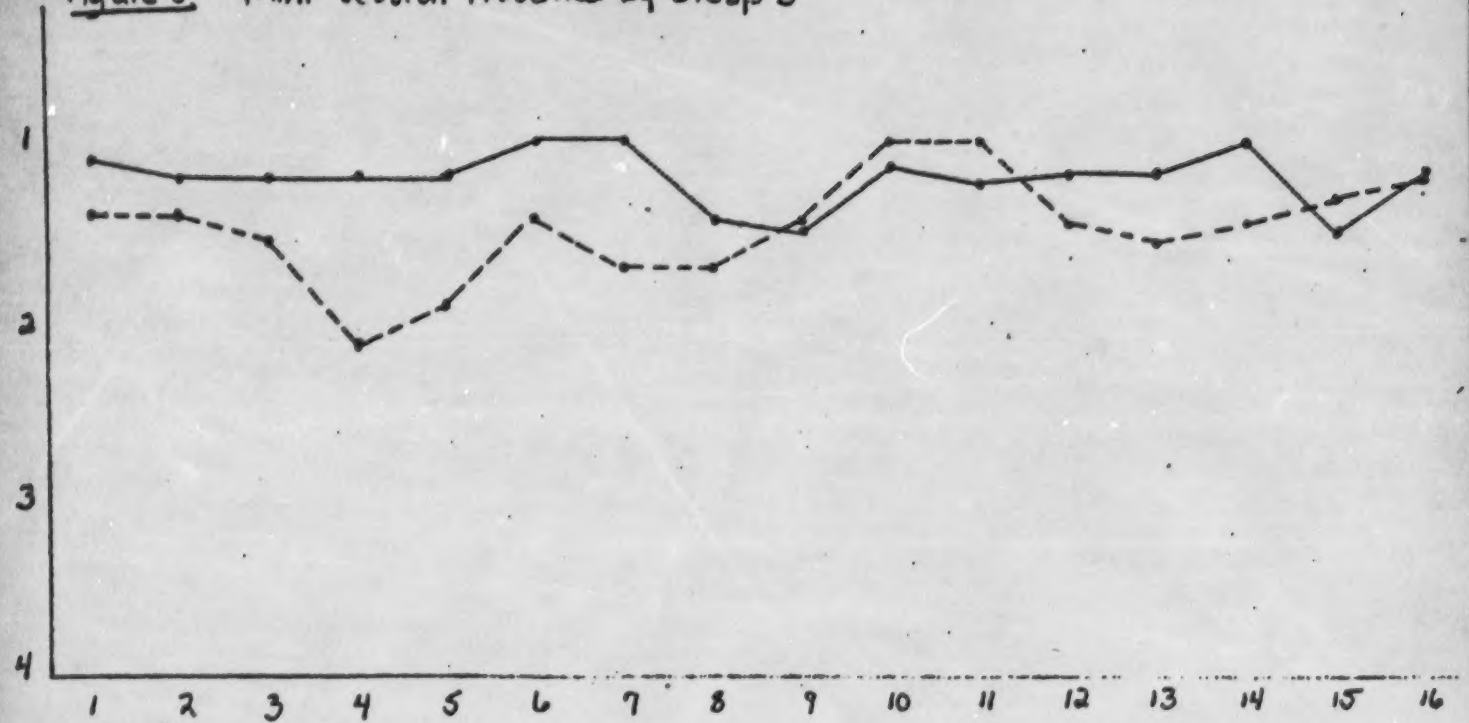
Overall, the trainees' evaluation results indicated that the trainees were successfully able to use an appropriate presentation style, to make use of supplies and audio-visual aides, to actively involve the learners, and to answer their questions. Both sessions were seen as well organized, with clearly stated objectives and directions. The participants seemed receptive to both presentations.

Figure 7 Mini-Session Presented by Group A



Evaluation of Group A by Group B ——
Group A Self-Evaluation ----

Figure 8. Mini-Session Presented by Group B



Evaluation of Group B by Group A ——
Group B self-Evaluation ----

Evaluation Results: Participant Feedback Form

In order to aid in the evaluation of the impact of the mini-training sessions on those receiving the training, participants were asked to complete the "Participant Feedback Form" at the close of the activities. Due to inclement weather, only one of three particpant groups invited was able to attend the workshop. A summary of their evaluation results follows.

In answer to nine general questions, rated on a four-point scale, the participants stated that the trainees' receptivity to individual needs was excellent, and that the usefullness of the learning activities, the trainers' ability to meet individual needs, the overall effectiveness of the session, and the trainers and their ability to deal with problems, meet stated objectives and present information clearly were very good. The amount of help provided by the trainers varied in rating from excellent to fair.

The participants stated that the mini-session had met their expectations, and provided practice in working with PREP materials. The majority of respondents indicated that their understanding of the PREP program had been improved by attending the mini-training session, and all agreed that their understanding of the process of planning based on the PREP model had been improved. Due to the weather, (resulting in the cancellation of the PREP progams), none of the participants were able to complete the pre-conference assignments.

Suggestions for improvement of the mini-session included having more participants, increasing the dialogue among participants, and holding a session, or part of one, at a PREp program site.

Evaluation Results: Final Evaluation

In addition to Daily Evaluation Forms, trainees at the PREP Institute were asked to complete Final Evaluation Forms which assessed the impact of the training workshop on their ability to train implementors of PREP programs. The results of this evaluation presented below represent the combined analyses of members of the "white", "blue" and "pink" groups.

A total of 54 percent of the respondents stated that the PREP Institute was extremely effective in meeting its goal of providing insights into methods of training personnel responsible for implementing recreation programs serving preschool handicapped children. Thirty-three percent felt that the Institute was very effective in this respect, 13 percent that it was somewhat effective. Sixty percent felt that the Institute was extremely effective in meeting the goal of providing information for assisting recreation agencies in developing or improving services for preschool handicapped children; 27 percent that it was very effective; 13 percent that it was somewhat effective. In terms of improving training abilities, 60 percent of the trainees stated that having attended the Institute increased their ability to a very great extent (33% - adequate extent, 7% = limited extent), while only 20% felt extremely confident in their own training abilities. Forty-seven percent were very confident, 33 percent were somewhat confident.

Sixty-seven percent indicated that it is extremely important to have been trained as an implementor of the PREP program

prior to being trained as a trainer; another 13 percent rated prior training as very important, as as somewhat important.

An extremely thorough familiarity with both the PREP Manual and the PREP Implementation and Resource Guide was thought to be necessary by 67 percent of the trainees. In both cases, on third of the respondents felt that a good working knowledge of the materials was sufficient. Only 53 percent indicated that an extremely thorough familiarity with the Implementor Training Guide is necessary before becoming a trainer, while 40 percent stresses a good working knowledge, and 7 percent wanted some familiarity.

All of the trainees indicated that the facilitators appeared to have taken pre-conference assessment forms into account when planning the Institute. However, only 13 percent felt that the sessions took individual needs into account to a very great extent (74% - adequate extent; 13% - limited extent). Seventy-three percent indicated that completion of the pre-conference competency survey helped to clarify their own training needs, but only a little over half (53%) felt that their own needs were met to a very great extent by the Institute (47% - adequate extent). Comments indicated that, on the whole, the PREP Institute did meet the trainee's expectations and left them more confident of their abilities, and with sufficient knowledge and skills to train implementors of recreation programs for preschool handicapped children.

In rating specific aspects of the Institute on a four-point scale, the overall organization of the workshop was

seen as excellent by all of the trainees. Ninety-three percent indicated that the preparedness of the facilitators and their ability to answer question were excellent; 78 percent rated the logical sequencing of sessions and the amount of time alloted for feedback as excellent. The appropriateness of learning activities and the ability of facilitators to deal with problems were given the highest rating by 72 percent of the respondents, while 65 percent rated the facility as an excellent learning environment. Half of those responding stated that the presentation of information was excellent, half that it was very good. Fifty-seven percent rated the length of the Institute in terms of covering the subject matter as very good, and 65 percent gave this rating to the amount of material presented each day. Only one aspect, the length of the Institute received any ratings of fair (14%).

Conclusions and Recommendations

In summarization of the evaluation results of the PREP Institute, it would seem that the trainees and facilitators were pleased with the information and activities presented at the workshop. The logical sequencing of activities culminated in the planning and implementation of an actual training session, reaching an audience similar to ones which the trainees would expect to have at their own training sessions. The activities on Days 3 and 4 were seen as the most effective by the majority of respondents. The sessions seen as least effective were the learning activities on presentation styles and assessing training needs. There was an indication that too much time was spent on group processes.

In commenting on aspects of conducting pre-service/in-service training programs for implementors of preschool recreation programs that those receiving training still felt unsure about, many stated that they saw a lack of on-the-job PREP experience as one factor which would cause them difficulty. Others were unsure about how to incorporate the language component into training sessions, or wished more information on referrals to available funding sources.

Recommendations by trainees of content areas which could have been added included:

- How to handle technical questions from experts being trained
- Methods for getting help in training implementors
- Different roles trainers can assume in the training process
- When different presentation techniques are to be used
- Designing evaluations for training sessions
- A session on leisure education
- A session on funding sources.

APPENDIX G

MODULE DEVELOPMENT MATERIALS

WRITERS GUIDE

INTRODUCTION

This guide has been written for the technical writers/module developers. The writer should be thoroughly familiar with its contents before beginning the task of developing the assigned module. The "Writer's Guide" has been designed to provide the writer with direction and assistance. It should not hamper the writer's freedom to be creative or innovative in developing the instructional material.

The "Writer's Guide" furnishes the user with general information concerning the Project PREP Training, describes the Project's accomplishments to date, and defines basic terminology. It also provides the user with some basic background information on competency-based instruction to help the writer understand its purpose and use.

The primary focus of the guide is on a description of the process and specific format to use in developing the module, and also on the content to be included in the module (found in chapter 4). The fifth chapter contains a sample draft of a module. In Chapter 6, guidelines will be found for writing modules.

TABLE OF CONTENTS

INTRODUCTION

Chapter 1	Project PREP: Background	Page 1
Chapter 2	Definition of Terms	4
Chapter 3	Competency Based Instruction	5
Chapter 4	Process and Format for Developing Module	8
Chapter 5	Sample Module	16
Chapter 6	Guidelines for Writers	21

CHAPTER 1

PROJECT PREP: BACKGROUND

The PREP Special Training Project was initiated in 1976 to develop training models for improving the competency level of recreation and physical education personnel responsible for programming for preschool handicapped children. The goal of this project was to improve the overall developmental level of the preschool handicapped child by (1) providing awareness training for recreation personnel, physical educators, parents and the community in general; (2) training physical education and recreation personnel in the implementation of physical education and recreation programs; and (3) preparing trainers to develop and continue training programs to further the implementation of physical education and recreation programs for preschool handicapped children. The project is in the process of completing competency based training modules described below.

Implementor's Training Guide

The Implementor's Training Guide is designed to assist recreation personnel in training implementors of preschool recreation programs. Part I of the Implementor's Training Guide is based upon a set of competencies identified by physical education and recreation personnel as being important for implementors of programs serving preschool handicapped children. This model consists of seven modules, each of which concentrates on developing specific competencies. The modules are:

(1) child growth and development;

(2) the PREP Model;

(3) child assessment;

(4) written goals and objectives;

(5) program planning;

(6) program implementation;

(7) evaluation.

The modules vary in length depending upon the content. Each module includes a rationale, specific competencies, objectives and evaluation criteria. Learning activities are sequenced for ease of learning. Work materials, handouts and instructors' guidelines are included in each module. Part II of the guide will focus on training techniques.

In addition to developing competency based modules, the project has provided training for approximately 2,963 physical education and recreation personnel during the last two years. Approximately 1,545 physical education and recreation personnel have been trained as implementors of PREP programs since the beginning of the project.

The first funding period focused on planning and developing the Implementor Training Model and preliminary competency identification in order to determine competencies to be addressed. This model was pilot tested in three full-day regional workshops with 90 participants from Maryland, Virginia, Delaware, Pennsylvania and the District of Columbia, as well as at local, regional and national professional conferences.

In general, the data collected from the Workshops suggested that the presentations offered participants a clear understanding of: (1) the goals and objectives of the PREP Special Training Project; and (2) implications for physical education and recreation programs serving preschool handicapped children; and, (3) procedures for initiating programs.

As a result of data collected, the Implementor Training Model was revised. Though the groundwork for this model began in Year I, revisions continued through Year II.

During the second funding period, competencies for the Implementor Training Model were further refined. The Implementor's Training Guide was then drafted and tested at a 5-day national training institute at the University of Maryland in College Park, Maryland. Forty-five physical education and recreation personnel from 20 different states attended the institute.

Selection for attendance at the training institute was based in part on the trainees commitment to implement preschool recreation programs for preschool

handicapped children as well as a commitment to return the following year to be trained as trainers. During the Institute, the trainees developed competencies for implementing preschool recreation programs for handicapped children. To date, these participants have trained a total of 768 physical education and recreation personnel across the country. Revisions to the Implementor's Training Guide are now in progress and are based on recommendations from Institute evaluation data, as well as recommendations from the National Advisory Committee.

Data collected from Institute participants indicated that the training program and materials were well organized and would be effective in establishing recreation programs for handicapped children. Since the Institute in February 1978, 30 new programs based on PREP have been implemented. In addition, trainees have given approximately 20 presentations on PREP at local, state and regional professional conferences. Technical assistance was provided to trainees by project staff throughout the year.

During the final year of the PREP Special Training Project a second national training institute was held. Approximately 45 trainees were selected to participate in the one week institute conducted in February 1979. Participants from the first national training institute (February 1978) received enrollment priority. The purpose of this institute was to pilot test a Trainer Model as well as prepare participants to serve as PREP trainers to agencies interested in or currently providing recreation programs for preschool handicapped children. The Institute included a review of information concerning implementing programs, identifying and selecting training populations, arranging workshop logistics, designing in-service training programs, conducting competency identification and needs assessment, and designing training programs. At the conclusion of the Institute, participants were required to complete a plan of action for providing training to an agency currently providing or interested in providing recreation programs for preschool handicapped children. Part II of the Guide will reflect some of the training ideas presented at the Institute.

CHAPTER 2

DEFINITION OF TERMS

Assessment: An objective evaluation of the level of performance of an individual.

Competency: Demonstrable knowledge, skill or behavior devised from explicit conceptions of personnel roles.

Competency-Based Instruction: An instructional program in which the competencies to be demonstrated by the trainee are clearly stated in measurable terms, and a system of evaluation is devised which states the criteria to be used in evaluating trainee's learning.

Evaluation Criteria: A procedure designed to measure the trainee's ability to perform, achieve or demonstrate mastery of a specific objective after completion of a learning module.

Instructor's Guide: Prepared material which will assist the instructor in presenting the material.

Learning Activities: Instructional activities or experiences which help the trainee to achieve the competencies specified by the module objectives.

Module: An instructional package containing a set of learning activities called a unit of instruction and organized to include objectives, pre-assessment procedures, learning activities, evaluation criteria and instructor's guide.

Objectives: Outcomes to be obtained by the trainee upon completion of the module.

PREP: Preschool Recreation Enrichment Program.

Pre/Post Test: Evaluation of demonstrable behavior relative to competencies at beginning of module and at end of module.

Rationale: A clear concise statement which identifies the focus and the importance of a module. It also briefly illustrates the procedure for learning, states where the emphasis of learning should be placed and points out any perceived limitations of the module.

Trainee: Allied professionals such as recreation personnel, specialists, parents, and volunteers who work with preschool handicapped children.

CHAPTER 3

COMPETENCY-BASED INSTRUCTION

Definition

Competency-based instruction is a highly structured systems design approach to learning. It is a training program which specifies the competencies to be acquired by the trainee, makes explicit the criteria to be used in assessing the trainee's competencies, and holds the trainee responsible for meeting these criteria (Wilford, Cooper and Houston, 1973).

Essential Characteristics

Inherent in competency-based instruction are the following 5 characteristics:

1) Competencies are concisely stated in writing.

2) Objectives for learners are clearly identified.

3) Criteria for evaluating learner mastery of competencies are specified.

4) Learning activities are provided which include a variety of opportunities to develop mastery of the competencies.

5) Programs are individualized to accomodate learners from diverse backgrounds, experiences and interests.

Design

The design of a competency-based instructional program is based upon identified competencies needed to adequately perform a specific task. The competencies are then stated as learning objectives. Those objectives are then translated into learning activities or experiences.

Components of Instructional Modules

In competency-based instruction, the instructional package is called a module. A module is a self-contained unit of instruction made up of the following parts:

1) Rationale

2) Competencies

3) Objectives

4) Pre-test (needs assessment)

5) Learning Activities

6) Evaluation Criteria

7) Instructor's Guide

1. Rationale

In this section a clear, concise statement is made of the importance of the material to be learned and its relevance to the module's objectives. The focus of the material and its value to the learner is made apparent. It states where the emphasis of learning should be placed and points out any perceived limitations of the module.

2. Competencies

By stating the skills which the learner will have mastered upon completion of the unit of instruction, it will be clear to both the trainer and the trainee what are to be expected behaviors of the learner. When these skills are stated in terms of specific behaviors, the trainer will understand what must be taught and the trainee will understand what is to be achieved, accomplished or demonstrated at the end of the instructional period. These competencies are stated in action words which allows for observation and recording of progress.

3. Objectives

Objectives are the foundations of the instruction module. They specify in clear terms what is to be taught, under what circumstances it is to be taught, and how to judge when it has been taught.

4. Pre-Test

The purpose of the pre-test is to determine the entry level of knowledge which the learners bring to the instructional program. It may involve a written questionnaire, a quiz based on program content, or an informal oral interview. Since learners come to any instructional situation with a variety of backgrounds, it is essential to the trainer to know how much information or experience the learners have already mastered. In this way, appropriate learning activities can be provided based on individual needs.

5. Learning Activities

Learning activities are intended to facilitate the trainees' achievement or mastery of the objectives. Each activity should be designed to achieve a specific purpose, although activities frequently overlap in developing mastery of several competencies.

Learning activities should be designed to offer a wide variety of alternative activities to the trainee. From these the trainee can select those which offer the greatest opportunity for effective mastery of the material, based on individual experience, background and need.

6. Evaluation Criteria

Evaluation criteria are designed to measure whether the trainee can successfully demonstrate the competencies required for mastery of the objectives. Therefore, criteria must be specific

and developed to test a particular part of the objective. Evaluation should demonstrate to the trainee the importance of mastery of the material, and be interesting and practical to the learner, as well as simple, concise and clear.

7. Instructor's Guide

This material will serve as a reminder to the Instructor of pertinent information related to presentation of material which will facilitate the teaching/learning process. It may include clarification of learning objectives, resource material, expansion of background information, cautions of special considerations, or other related and pertinent considerations.

CHAPTER 4

PROCESS AND FORMAT FOR DEVELOPING MODULE

INTRODUCTION

The directions for developing the modules are presented in this chapter of the "Writer's Guide". It is essential that you read this material before beginning your task. In the next chapter, you are given a sample module to review.

Step 1: Review Competency statements and objectives for your module or section of your module.

Begin by examining the competencies and objectives which relate to the module you are working on. Competency statements and objectives are included with this packet of materials. The module or portion of the module you are responsible for developing is underscored.

The Training Guide is designed to reflect the competencies identified as being important for implementors of programs for preschool handicapped children. Do not change your objectives. If one of the objectives is changed it may necessitate changing several and these changes may overlap into other modules for which you are not responsible.

Step 2: Review Other Competencies/Objectives

The competencies and objectives for all of the training modules have been provided for you. Be sure to read through all of the competencies and objectives for each module before focusing on your own to insure an understanding of the overall Training Model.

Step 3: Write a Rationale

A rationale must be written for the module you will be writing. It is extremely important that your rationale is clear and identifies the importance of the module. The rationale should also identify the focus of the module. Briefly illustrate the procedures for learning and point out any perceived limitations of the module.

Step 4: Write Learning Activities

Learning activities should reflect the objectives which are given to you.

They should provide the trainee with experiences which will help him/her achieve the objective. Learning activities should provide trainees with experiences that best reflect the competencies that have been identified. Learning activities are provided for on-site training preschool programs, as well as other training environments, i.e., classroom, workshops, seminars. It is required that at least 6 learning activities be designed for each objective. When designing learning activities, alternatives should be provided so individual learners have the opportunity to select an activity best suited to his/her own style of learning. In addition to planning alternative activities to help the trainee achieve the learning objective, the Modules also need to include some enriching activities and remedial learning activities. The enriching activities should provide the excellent or highly motivated sutdent with an opportunity to grow beyond the minimal standards set to become competent at a certain task.

Learning activities should be sequenced from simple to complex, beginning with the easiest activities and moving to more difficult ones.

Learning activities centering on acquisition of knowledge should include activities such as reading, viewing films, listening to tapes or lectures. Objectives where a high percentage of skill is required should include learning activities where skills are practiced or simulated. Learning activities using role playing or problem solving may be appropriate in cases where a high percentage of a duty is reflected by a person's behavior on the job.

There are no hard and fast rules to use when developing learning activities. The competencies themselves are the best determinants for what type of activities would be best. It is important, however, to remember to offer a variety of learning experiences (i.e., individual/small group/large group; classroom/field experiences; passive/active) so as to provide each learner with the broadest possible range of activities from which to choose. Learning activities should be experientially oriented whenever possible.

The following list of learning activities are intended to provide

you with examples of suitable learning activities. This list contains suggestions of learning activities to help stimulate ideas for developing learning activities in modules you will be writing. It is not a complete listing of the types of activities you may want to use. Be creative!

Suggestions:

Reading from chapters or sections of the PREP materials, textbooks, reports, from articles in periodicals, or from any other appropriate source can be used if the reading material is readily accessible to the trainee (articles from periodicals can be included for xeroxing and if it specifically supports the stated objective. If reading sources do not exist, are difficult to locate, or contain more information than needed, information sheets should be prepared to help the trainee achieve the specified objective.

Skill Practice Experience should be provided for those competencies where a high percentage of skill is required for accomplishing the task. This may include practice in conducting an assessment, implementing a plan, designing a learning environment, or working through a behavior management procedure with a given child. In some cases, it may be necessary to scale-down performance in terms of time, people, area, supplies, or equipment. When this happens, the trainee must understand how the learning activity differs from the real situation.

Simulation Activities in which the trainee is provided with the opportunity to act out experiences or perform tasks, and in which conditions are controlled and consequences minimized, are excellent for helping the trainee practice new skills and behaviors. These types of activities must be carefully tested. The benefits provided to the trainee are excellent.

Role Playing, if carefully constructed, can provide many of the same benefits as a simulation activity. However, the results of a role playing experience are more difficult to control and so must be carefully specified in advance.

Problem-Solving experiences may prove to be excellent learning activities for some of the objectives. When providing studies or problem situations with the opportunity to solve practice problems, be careful to specify the objectives clearly and precisely. It is important that the practice given comes at the appropriate time and that it does not involve competencies that will be developed in later modules. Problem-solving activities can be developed to include both individual and small group experiences. Adapting an activity to meet a child's special needs, planning a session on language enrichment, or determining an approach to use for grouping could all provide good problem-solving experiences.

Field Training or real life experiences where trainees are given the opportunity to practice real work experiences under supervision for short periods of time can provide invaluable learning experiences.

Evaluation Activities are often important tools for learning or achieving objectives. The trainee should be given an opportunity to judge his/her own work, mock-ups, or other trainee's work. The use of rating sheets, discussions, oral, or written reports can be used as tools to learning.

Programmed Material such as texts, slide-tapes, etc. can be used in part or in whole to help the trainee achieve a given objective.

Viewing slide presentations, films, videotapes, or the use of still pictures, illustrations, or transparencies can be used as learning activities to make specific points.

Memorization tasks may be appropriate to achieve some objectives.

Observation of instructors or skilled workers demonstrating skills in the classroom and in the field can be an effective tool for learning new skills. The writer should remember when using demonstrations or field trips, to state the objectives precisely and clearly, to include a written description of the process to be observed, to identify points the trainee should observe, and to provide a follow-up activity for evaluation purposes.

Collecting materials, articles or other printed items helps the trainee become more familiar with the area. Remember to provide opportunities for the trainee to work with others as well as independently.

Writing activities are often used for evaluation purposes, but they are also good activities to help the trainee see growth and change, to provide him/her with opportunities for creativity, and to help him/her in collecting and evaluating information and ideas. (Examples: writing reports, case studies, keeping a journal, preparing plans for activities.)

Creative Activities such as writing a story or description, drawing or painting a picture can provide the trainee with a different avenue for achieving some of your objectives.

Constructing Projects and Preparing Visual Materials can be fun and interesting, but they can also be time consuming. Many of these types of activities can be used to reinforce learning and so are excellent enriching activities. Some of the activities you might consider as appropriate are making charts, drawing learning centers, or making a chart for learning a skill.

Service Projects can add variety to the learning experiences suggested to the students. Having trainees volunteer their services can be very effective in helping the trainees learn about themselves in view of the behaviors and skills he/she may use on the job.

ALTERNATIVE ACTIVITIES

It is important to provide the trainee with alternatives to learning. In other words, the trainee should be given choices of activities which best help him/her in achieving an objective. These activities should be equivalent to the learning activities and should provide the student with an alternative activity which he/she could choose to aid him/her in the learning experience.

Step 5: Write Evaluation Criteria

Competency-based instruction when coupled with the use of objectives necessitates the planning of evaluation criteria. This means that the specific information to be evaluated must be identified, and then select the most appropriate methods for determining if the knowledge/skill was acquired.

The evaluation criteria is an evaluation procedure designed to measure the trainee's ability to demonstrate the competence required for a specific objective after the trainees have completed a learning activity (or set of learning activities).

Each objective will require an evaluation criteria which states the minimal level of performance which will be accepted as evidence that the trainee has achieved the objective.

Methods which may be used for evaluation criteria includes:

1) Questionnaires, rating scales, wall-chart response questions, etc.
2) Verbal evaluation in final session of the learning event.
3) Pairs or triads in final session, reporting orally or in writing.
4) Projective method: learners are given a statement and are asked to respond to it (e.g. one hand up, two hands up, whole body up).
5) Trainers interview learners individually or in small groups.
6) Direct observation by trainers or supervisory personnel.

Be creative and remember that learners respond best to evaluations when:

1) The method used is clear, sensible, and interesting to do.
2) They see that evaluation is a necessary part of the learning process.

An example of evaluation criteria in the area of Assessment for the following objective might be:

Objective:

Understands aspects and procedures for assessing the fine and gross motor needs of preschool children utilizing the PREP Skill Assessment Forms.

Evaluation Criteria

"The trainee gives two examples of how assessment data is used in planning a preschool program."

This serves to point out the necessity for the trainee to relate the techniques learned to the process of developing the program. Without specific evaluation questions to be answered, the trainee might fail to see the connection between learning the task and the final product.

Step 6: Write an Instructor's Guide

Each module must include an instructor's guide which contains information on presentation of learning activities and suggestions to enhance the learning/training process. The instructor's guide should include suggestions pertinent to implementing your learning activities (e.g., methods, materials, grouping techniques).

Step 7: Identify References

All references used by you in writing the training program and those appropriate for use by trainees must be listed. See Chapter 6 for proper format and guidelines.

Step 8: Construct Pre/Post Tests

Each module must have a pre/post test for measuring the acquisition of knowledge. (See Chapter 3 for definition of pre-test.)

You may do this by developing short-answer tests. The short-answer tests can use multiple-choice, true-false, simple-recall, and matching items. When constructing any short-answer item there are ten rules to follow:

1) state the item in simple and direct language, test on one piece of information at a time;
2) keep each item independent and unified;
3) avoid using trick questions, questions using double or triple negatives, and trivia questions;
4) avoid using qualitative terms in questions such as many, seldom, most, few, or often, and also avoid using absolute terms such as never, all, or none;
5) be careful to use correct grammar;
6) use the same or a comparable test with all trainees on pre- and post-tests;
7) give careful attention to the length of the test;
8) state directions clearly, precisely, and completely;
9) arrange and group similar types of items together;
10) keep the system of responding to items as simple as possible.

Use the chart below to help determine the type of test item in evaluating different levels of learning.

Learning Level	Test Item
Recognition	True-false or matching
Recall	Completion, label, list, arrange
Comprehension	Multiple-choice
Application	Problem-solving situations

Module_____
(Indicate number of module being evaluated)

PREP

Module Evaluation Form

Yes No 1. Is the format used in this module easy to work with? If not, how would you improve it?

Yes No 2. Is the rationale clear, easy to understand? If not, please explain.

Yes No 3. Does the intent of the rationale appear to be consistent with the module content? If not, what areas are inconsistent?

Yes No 4. Are the objectives for this module clear? If you had any difficulty understanding any of the objectives, please explain your difficulty.

Yes No 5. Are the objectives relevant in terms of the trainees' needs? Please identify those which you consider to be least relevant.

Yes No 6. Do the objectives reflect a comprehensive overview of the subject mat
If an area is not covered adequately, please identify.

Yes No 7. Is there an appropriate balance between cognitive, affective and psychomotor objectives? Explain your thoughts concerning imbalance.

Yes No 8. Were the levels of learning indicated by the objectives appropriate for your personal training needs? Identify those that were too high or too low.

Yes No 9. Generally speaking, were the activities appropriate for the objectives?

List those learning activities that were most valuable.

a.

b.

c.

List those learning activities that were least valuable.

a. _____

b. _____

c. _____

Yes No 10. Are the learning activities comprehensive in terms of covering all areas specified by module objectives? Identify those areas where you found gaps.

_____

_____

_____

_____

11. List those learning activities which you feel should be excluded.

_____

_____

_____

_____

Yes No 12. Do you feel the evaluation criteria were appropriate for the level of learning suggested? Identify any you consider to be inappropriate.

_____

_____

_____

_____

Yes No 13. Do you feel the evaluation criteria were relevant for your personal training needs? Identify those you consider <u>least relevant</u>.

_____

_____

_____

_____

Yes No 14. Were the evaluation criteria comprehensive in terms of learning objectives? Identify any gaps.

Yes No 15. Did the introduction to the module adequately explain the purpose, objectives, and limitations? If not please suggest how it might be improved.

Yes No 16. Were the instructor guides helpful in understanding the materials? If not, how would you change them?

Yes No 17. Do the pre and post tests adequately reflect the materials? If not, what would you add?

Yes No 18. Were the trainee handouts appropriate for the specified learning activities? If not, indicate how the handouts could be improved.